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ABSTRACT

This social studies curriculum guide for grades 5 and 6 is a product of the American Values Exemplary Center directed by Ralph H. Davis. The introduction describes a model program to introduce students to the functioning of local and national government through a student government program set up as an essential part of the social studies curriculum. Each classroom establishes a government modeled after a common form of city government and sends representatives to a constitutional convention. There students write a constitution establishing a federal system of school government to handle those areas not covered by school policy. Chapter I is a checklist for teachers to use in evaluating student attitudes: dignity and worth of the individual, belief in the value of self-government, understanding of democracy's privileges and responsibilities, and the use of intelligence to solve problems. Other chapters give objectives, purposes, procedures, and activities for establishing the need for government, classroom organization, national government, elections, and campaigns. Materials include: forms, procedures, and sample bills for classroom government; sample lesson plans for grade 5; and, activities and dramatizations based on American documents and symbols. For an evaluation of the program, see SO 000 170. (DJB)

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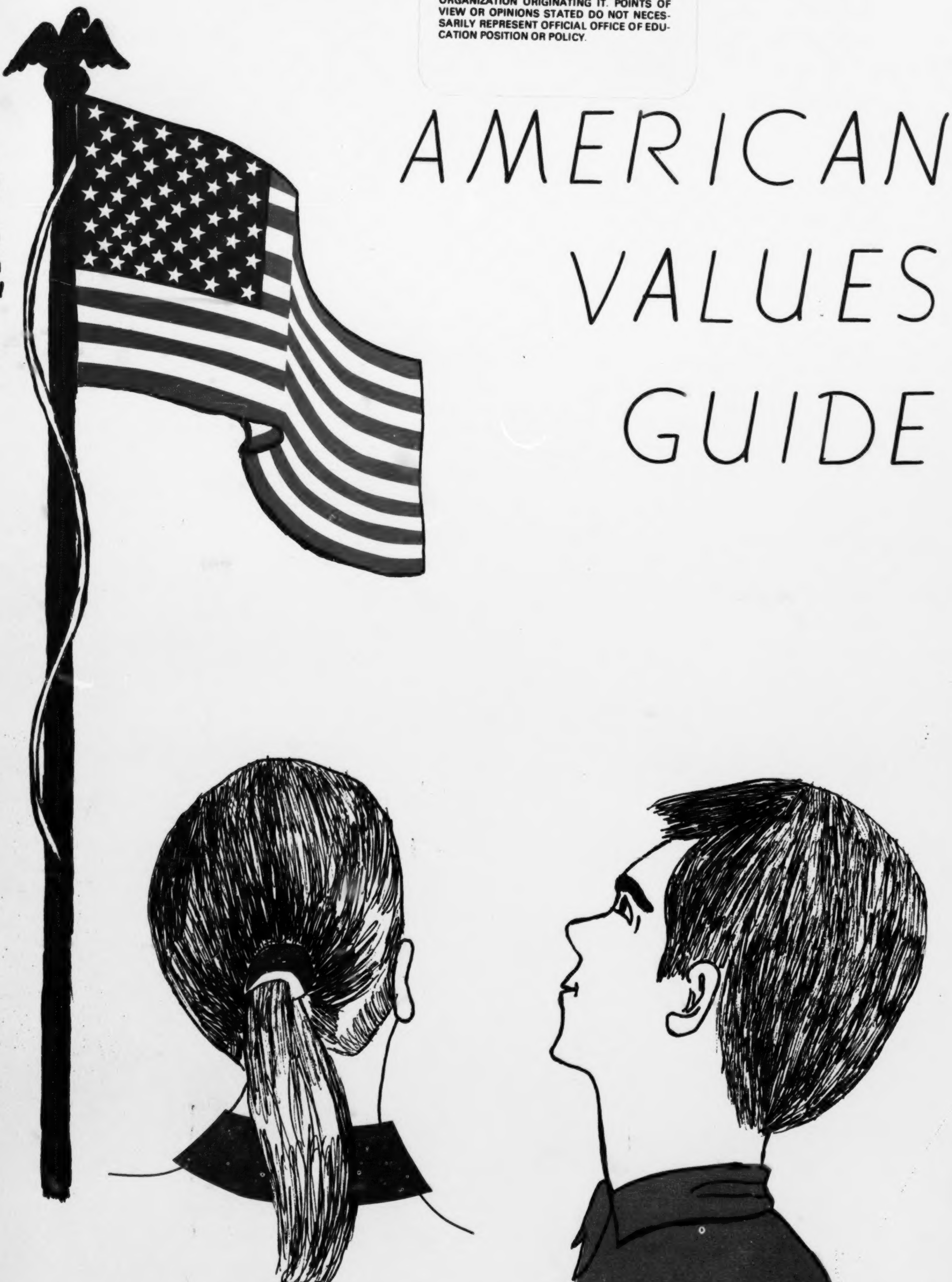
AMERICAN VALUES GUIDE



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DAVIS COUNTY SCHOOL DISTRICT

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INTRODUCTION

PROJECT TECHNIQUE

A. PURPOSE

There has been much discontent in recent years with the social studies curriculum in American schools. The relatively low participation of voters in elections is evidence that adults lack knowledge about both the workings and the personnel of government have caused much of this discontent. This reaction is not surprising in a society which assumes that, although all citizens cannot participate directly in the making and administration of laws and policy decisions, their mandate should be expressed through voting for representatives. It is also assumed that the act of voting should be grounded in knowledge about the structure and functioning of government.

At the same time that the social studies curriculum has been generally criticized, there has been increased awareness that elementary school children can handle conceptual learning previously reserved for later school years. In fact, in terms of concepts of government, studies such as those by Easton and Hess (see, e.g., "The Child's Political World", Midwest Journal of Political Science, 1962, 6 229-46) indicate that not only do the child's attitudes toward and concepts about government begin to develop before the elementary school years, but by the time he reaches high school age his basic orientations toward the norms, attitudes, and structure of government are tenaciously formed. The evidence indicates that little change in these orientations is likely to occur during the high school years. In other words, political learning begins earlier than has often been recognized; and the task is to expand upon this early learning and give it a firm basis before inadequacies become firmly entrenched. Education in the fundamentals of governmental process is called for at the elementary school level.

There are other reasons to suggest that early instruction and experience in this area might be desireable. It is interesting, for example, that despite the tendency of adults to be suspicious and distrustful of politicians, they almost invariably follow the decisions made by government officials who are politicians. In Children and Politics (Yale University Press, 1965), Fred Greenstein suggests a plausible explanation: Early in life, children are taught positive attitudes toward obedience of legitimate authority figures; they are not exposed until after the early elementary school years to their parents' skepticism towards politicians. As adults, the earlier formed positive attitudes prevail over the latter ones of skepticism in determining behavior. Undoubtedly, other factors impinge, such as group pressures to obey, but psychological and anthropological evidence support the importance of early learnings in affecting later behavior and providing social cohesion and stability.

It is the purpose of the project to provide a model program introducing elementary school students to the functioning of government through a student government program set up as an essential part of the social studies curriculum. Participation in the student government activities provides the students with the direct experience necessary for the formation and broadening of concepts, while the social studies instruction provides the conceptual framework that is essential for intelligent participation in elections, using the processes of government to affect decisions, and participation in discussions of issues. The objectives of the instructional program then are to (1) increase the student's knowledge of the workings of government, and (2) to increase his ability and tendency to participate in governmental processes through a student government social studies program. As an exemplary center, the central objective has been to make information about the program available to other schools. This is being done through using all available communications procedures - e.g., professional journals, providing opportunities for observation of the program, and through internships for teachers and administrators from districts that want to establish similar programs.

B. ORGANIZATION

The student government program is organized around the fifth and sixth grades. (Note: A program involving the third and fourth grades has also been developed.)

Each classroom has established a government modeled after a common form of city government. Different types, e.g., mayor-council, council-city manager, or commission will be used as models. All classes in a school do not use the same model and may change models midway in the school year to provide the students experience with the terminology and features of the varying forms of city government in the surrounding communities. The area of responsibility is the classroom. Governmental meetings are held during school time. Decisions are made in regard to such classroom matters as housekeeping, bulletin board displays, hospitality and rule enforcement. The object is to function as nearly as possible like a city government.

Following the organization of each classroom into cities, the fifth and sixth grades have elected representatives to a constitutional convention. At this convention which is held over a period of many weeks, the students write a school constitution which contains the elements necessary to set up a federal system of government for the school. Radification of the constitution by each fifth and sixth grade class then makes the provisions contained therein, binding on the students. Election of a president, vice-president, senators, representatives and all officers as mentioned in the constitution is held.

The congress meets for three sessions during the school year. Each session is held no more than a week and one hour per day.

The area of responsibility given to the students is everything outside of the classroom, including the playground. Intramural activities as well as outdoor safety and playground regulations is the concern of the students.

The federal government is modeled after our national government as closely as possible, giving students the correct example of the function of our system of government.

Students carry the responsibility as given to them by the constitution but must of necessity, not enter into areas where school policy is set or where school policy takes preference.

The social studies program is directly related to the student government porogram. At both grade levels, the purpose and role of government in society and the governing process is stressed.

Special attention is given to explicating and clarifying the values which underlie democratic government. These include commitment to follow majority decisions and respect for minority rights. To the extent possible, social studies instruction will be based upon the students' participation in the operations of the various aspects of the student government. All students do participate as elected or appointed officers and as discussant-voters.

Initially, the program was set up in six of the Davis District's thirty-seix elementary schools. The program was expanded to include twelve elementary schools during the 1967-68 year. All schools are now (1968-69) operating the program. An office has been set up for disseminating information about the program. Facilitating visits to the program schools by those from other districts who wish to observe the program in operation, and to serve as a collection point for material on value teaching.

C. INNOVATIVE AND EXEMPLARY NATURE OF PROJECT

Student government serving as a substantial basis for a social studies program, providing for participation of all students, and allowing the students the opportunity to actually make and carry out decisions about school matters affecting them, has rarely been tried at the elementary level. To have a district commit itself to this type of program is a further innovative aspect of the project.

The district recognizes that the program will need constant attention and revision. For example, procedures to insure that the students are engaged in a decision-making process that is read, i.e., that involves matters of concern to them and is free from teacher or principal domination, must continually be of concern. The social studies curriculum will need continual examination and reworking. But the purpose is to provide a model program along with the necessary facilities to provide information, observation, and experience for other districts wanting to adopt the program or adaptation of it.

D. EDUCATIONAL BACKGROUND

For a number of years the office of the State Superintendent of Public Instruction and several local school districts sponsored a series of research projects for developing democratic citizenship values and behavior (known as American Values). For school districts conducted basic research taking different positions in attacking the basic problem, during the school years 1963-64 and 1964-65.

Davis County School District carried a project on an elementary school level designed to determine the effectiveness of an integrated student government as a means to provide better instruction in the great American Values. The results of this experimentation, carried on over a three-year period, provided evidence to show that the method was effective.

One outstanding area was the knowledge of citizenship responsibility and governmental processes which showed a statistical significance of .01. Other areas of the curriculum were not impaired with the increased emphasis in the social studies area.

Following the period of experimentation the two pilot schools continued to use the method developed. The Office of the State Superintendent of Public Instruction sponsored two summer workshops for the dissemination of the information gained from the four projects.

During 1965-66 school year an application was submitted for ESEA Title III funds to further develop this program and to implement it into other schools. This grant was approved and money appropriated to set up an American Values Exemplary Center in Davis County. The center is designed to arrange for visitations and dissemination of information to others throughout the western states. Arrangements can be made for groups or individuals to see the project in operation.

E. SERVICES OFFERED TO OTHER SCHOOL DISTRICTS

Internship programs have been conducted and will be offered at intervals during the school year. These internship programs will allow individuals from schools throughout the western states, opportunities to study and observe the student government program in action. The internship program lasts three days.

During the two years that the American Values Exemplary Center was in operation (1966-68) the Center handled 227 interns for training from 18 of the 40 school districts in Utah.

The Exemplary Center also received 67 requests for information concerning the project from 29 states and Canada.

The District was host to five members of the Utah State Legislative Council in January 1968. The legislators were highly impressed and were asking questions concerning dissemination techniques used to other school districts in Utah.

The District has trained 178 of its own personnel and expanded the program into all of its elementary schools.

The Director of the program was requested to personally work with teachers in Weber, Salt Lake, Alpine, Daggett, Uintah and Wayne School Districts.

Visitation to the center for a short period of time can be arranged for individuals or groups.

School districts who have had personnel trained in the technique may have consultant service available to them from the Exemplary Center wherein personnel from the center will be sent to aid those that are setting up the program.

School districts may request personnel from the Exemplary Center to come to their district and explain the technique to people in the district or to have workshops set up on a local basis.

Publication materials are available at the center for visitors and those participating in the Internship Program and also on a limited basis by general requests.

PARTICIPANTS IN AMERICAN VALUES EXEMPLARY CENTER
1966-68

RALPH H. DAVIS, DIRECTOR

PARTICIPATING SCHOOLS 1966-67

Bountiful Elementary School
Doxey Elementary School
Holbrook Elementary School
Stoker Elementary School
Sunset Elementary School
Taylor Elementary School

PARTICIPATING SCHOOLS 1967-68

Boulton Elementary School
Bountiful Elementary School
Burton Elementary School
Crestview Elementary School
Doxey Elementary School
Holbrook Elementary School
Pioneer Elementary School
Stoker Elementary School
Sunset Elementary School
Taylor Elementary School
Tolman Elementary School
Vae View Elementary School

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FOREWORD

A definition of American Values for elementary school children is not easily come by, and discussing values that should be cherished by boys and girls always precipitates considerable controversy among teachers. It is not easy to define democracy. It is even more difficult to specifically enumerate certain behaviors and attitudes that are characteristic of good citizenship. Notwithstanding these difficulties, the teachers involved in the experimental American Values Program have set forth on the following pages a curriculum guide that every teacher may use in guiding and evaluating citizenship in his or her classroom. This is not a complete list, but it is an attempt to point the direction toward better citizenship in the home, the school, and local, state, national and international community.

The questions pertaining to American Values are grouped into four major areas, namely:

A. The pupil believes in the dignity and the worth of the individual.

B. The pupil believes that a person can and should govern himself.

C. The pupil understands democracy's privileges and their attendant responsibilities.

D. The pupil uses intelligence in solving problems.

The following checklist is provided for constant use by the teacher in evaluating attitudes of the boys and girls in the classroom.

CHAPTER I

A. THE PUPIL BELIEVES IN THE DIGNITY AND THE WORTH OF THE INDIVIDUAL

1. Do pupils practice consideration of their classmates in their day-by-day relationships, thus exhibiting their acceptance of the belief in the dignity and worth of the individual?
    - a. Do pupils realize that other pupils have the inherent right of being as they desire if they do not infringe on the rights of others?
    - b. Do pupils show respect for each others' opinions?
        1. Are pupils willing to let each other express their opinions freely?
    - c. Are pupils tolerant of each others strengths and weaknesses?
        1. Do pupils show respect for other peoples' efforts?
        2. Do pupils give praise for a job well done?
2. Is there any conscious effort made by the pupils to orient new pupils into the group?
    - a. Are new pupils introduced to the group?
    - b. Are new pupils oriented to the school plant and facilities?
        1. Do students orient new pupils to school policies?
    - c. Do students include new pupils in the playground activities and games?
3. Does the group indicate or show concern for the member who is ill or who is involved in unhappiness or misfortune in or out of school?
    - a. Does the class write notes or make "get well cards" for students who are out of school for any length of time?
    - b. Are pupils willing to take work home to friends who are out and may want to catch up at home?
        1. Are students willing to assist a child who is catching up on work missed?
    - c. Do children think of remembering to show compassion for someone in the group who has a tragedy in the home?
      (Donate for gift, flowers or card.)

d. Are children understanding of someone who has a minor problem and cries? (An accident or illness in school).

4. Does the group find ways to help the individual member who is in need of special assistance? (The slow learner, the child who has been absent).

   a. Do pupils offer their assistance to classmates who can't read instructions, assignments or other things?
      1. Do pupils have a desire to help the slow child or children in the room?

5. Do pupils accept others without discrimination as to religion, race, economic status, physical handicaps or general unattractiveness, mental handicaps, emotional problems?

   a. Do pupils show tolerance and respect of another person's religion?
      1. Are they understanding of others' religious activities?
      2. Are they understanding of other religious creeds that keep children from participating? (Christmas parties, pledges, etc.)
      3. Do they accept the different beliefs of the various minority groups such as Jews, Jehovah Witnesses, etc.?

   b. Race
      1. Are students of other races treated with equality?
         a. Are these students accepted in play groups?
         b. Are these students elected as class officers?
      2. Are children tolerant and understanding of cultures and customs of minority groups?
      3. Are children aware that slang words should be eliminated when referring to other races?
      4. Is there name calling or are there degrading remarks made?

   c. Economic Status
      1. Do children find something complimentary about a child of low economic status?
         a. Do they tease or ridicule poorly clothed students?
      2. Are children aware of reasons behind low economic status?
      3. Are students polite and tactful to those who need better hygiene habits?
      4. Are children envious of those who have more than themselves?
      5. Do socially better-off students use this as a means of getting what they want?

d. Physical Handicaps
   1. Are children willing to show special consideration of others who have sight problems - hearing difficulties - speech difficulties?
   2. Do students accept the physically handicapped with ease and without ridicule?

e. General Unattractiveness
   1. Does the pupil have a desire to improve his appearance?
   2. Are children kind to someone who is unattractive?

f. Emotional Problems
   1. Do pupils show understanding of outbreaks of anger, fear, lack of security, etc.?

6. Is there wide participation by pupils in class discussions when plans are being made?

   a. Do children follow democratic procedure in classroom discussion?
      1. Do children give other pupils a fair share in the discussion?
      2. Do all children take responsibility to carry out group planning?

7. Does the pupil recognize and respect the peculiar abilities of himself and others?

   a. Do group pressures affect him?

   b. Does he work well with others?

   c. Does he work well alone?

   d. Does he think he can do a job or does he give up easily?

8. Is the pupil concerned with the happiness, health and safety of members of his group and others?

   a. Do children observe safety rules in the school?
      1. Do they walk in the building?
      2. Do they refrain from using playground equipment in the building?
      3. Do they refrain from shoving and pushing?
      4. Do they avoid playing close to the windows?
      5. Do they refrain from throwing things in the building or on the playground? (rocks, pencils, erasers)

   b. Are pupils willing to serve in such groups as safety patrol, hall service and other services for the protection and happiness of the larger group.

   1. Do they offer their services for the protection and welfare of their classmates?
   2. Do they volunteer for the good of the school rather than to get out of school?

9. Do pupils believe in equality of opportunity for all, that individuals of minority cultures and religions, or of low economic status should have an opportunity to aspire to positions of high responsibility in our society?

   a. Do students realize that there is equal opportunity for success under the Bill of Rights if there is a will to work for it?

   b. Do students realize that there are criteria for judgement of others other than race, culture or economic status such as:
      1. Working ability
      2. Responsible conduct

10. Do pupils know of restrictions in voting, housing, educational opportunities, employment, transportation and health facilities? Do they object to artificial restrictions?

   a. Do children understand reasons for racial integration?

   b. Do children keep up with current happenings in these areas?

   c. Are children aware of agencies such as NAACP?

11. Are pupils aware of the great contributions made by individuals of various religious and cultural backgrounds?

B. THE PUPILS BELIEVE THAT A PERSON CAN AND SHOULD GOVERN HIMSELF

1. Do pupils believe that man has an inalienable right to govern himself?

   a. Does he give constructive suggestions about the behavior in the classroom?

   b. Is he honest and trustworthy?
      1. Does he ask to be excused to go to the lavatory when in reality he is just avoiding classwork?
      2. Is he habitually late for class?
      3. Does he loiter on the playground after the bell rings?
      4. Does he complete his assigned tasks on time?

   c. Do pupils adhere to the rules they themselves establish?
      1. Do they govern themselves better by their own rules or by the teachers rules?

2. Are they consistent in disciplining themselves?

d. Do they work in groups or committees without interfering with others' rights?

e. Do those in authority show favortism?
   1. Is there excess pressure put on those in authority?

f. Do they believe an individual needs to set his own standards by which to govern himself?

g. Does he realize the responsibility of making his own decisions?

h. Do his acts affect others?

2. Do pupils know that constitutions can be changed?

   a. Are there indications that pupils are changing room or school constitutions?

   b. Do the constitutions function in the room and in school?

3. Do pupils realize that the people who elect representatives have the right to remove them?

4. Do pupils believe that in voting and in other governmental process it is highly important to get facts and information before a decision is made?

   a. Do pupils discriminate between factual material and slanderous propaganda?

   b. Do pupils believe that it is important that everyone should vote?
      1. Do the students show an interest in the election?
      2. Are facts and information readily available?
      3. When issues are brought up are the solutions based on solid facts?
      4. Do all the pupils in the room vote?

5. Do pupils believe that democracy works best when there is the fullest participation by the people? This does not mean that all the people must make all the laws.

6. Do pupils believe it is right to expect everyone to abide by the majority decision?

   a. Are there indications to support the minority?

   b. Are minority decisions causing too frequent conflict?

   c. Are pupils apathetic toward decisions?

7. Do pupils believe that the opinion of the minority is not necessarily wrong?

   a. Are there indications to support the minority?

   b. Are pupils with the minority opinion persecuted by classmates?

   c. Does the minority group have a legitimate reason for their opinions?

   d. Does the child stand up for his own convictions?

8. Do pupils believe that people have the right to criticize the government?

   a. Do pupils show constructive criticism?

   b. Are pupils sympathetic to problems of government?

9. Do pupils know that in the past, the ideas of the minority have become the majority opinion in some cases?

10. Do pupils believe that old-time laws passed by the state and not in the current interest of the populate should be abolished?

    a. Are the pupils biased in their opinion of the laws?

    b. Are individuals being hurt by the laws?

    c. Are pupils aware of obsolete laws?

    d. Are there indications that unworkable laws are changed?

11. Do pupils believe in and feel loyal to the democratic form of government?

    a. Are the pupils abiding by the laws made?

    b. Do pupils obey laws only because of teacher threats?

12. Do pupils defend democracy in opposition to other forms of government?

13. Can pupils express their feeling of loyalty to the democratic form of government?

    a. Are all talents being used to promote democratic forms of government?

    b. Are pupils given an opportunity to observe the legislature and discuss procedures?

14. Do pupils act on their democratic beliefs and express these beliefs in action in the classroom and in the school?

    a. Do the students show democratic beliefs in the schoolroom, halls, lunchroom, playgrounds and home?

    b. Do pupils demonstrate democratic beliefs when not supervised by adults?

C. THE PUPIL UNDERSTANDS DEMOCRACY'S PRIVILEGES AND ITS ATTENDANT RESPONSIBILITIES

1. Can pupils identify the sources of the privileges and responsibilities of citizenship in a democracy as set forth in such documents as:

    a. Declaration of Independence

    b. The Constitution - Bill of Rights

2. Do pupils understand that the privilege of free speech entails the responsibility to be truthful?

    a. Do pupils realize the consequences of speaking good or bad things about a classmate?

    b. Do pupils hesitate before telling the teacher that Johnny cheated on a test?

    c. Are pupils honest when given the freedom to correct their own or someone else's paper?

    d. Do students look with disfavor on "hood winking" the teacher?

    e. Are students learning the difference between half truths and whole truths?

    f. Do pupils actually understand that if they accept a privilege they should accept the responsibility that goes with it?
        1. Does the pupil accept punishment for breaking a law without holding bad feelings towards others - such as the policeman who give the ticket, etc.?

    g. Does he insist on having his own way even though it interferes with the rights of others?
        1. Does he realize others have rights also?

    h. Do the actions of the students bring out their understanding of democracies, privileges and attending responsibilities?

l. Do they feel a responsibility for a law?

i. Does the pupil understand the meaning of democracy?

3. Do pupils understand the consequences of insisting on trial by jury and not accepting the responsibility of serving as an honest juror?

   a. Are pupils while insisting on their rights to be judged fairly, also aware of their duties to elect good judges and accept punishment when meted out to them?

   b. Do some students demand fair treatment but treat others unfairly?

   c. Do pupils hesitate to testify against a wrongdoer?

4. Do pupils believe that all citizens should cast their ballots at every election and know the possible consequences of general non-participation?

   a. Do pupils often ask about resorting to a vote when controversial issues arise?

   b. Do pupils realize that they are obligated to obey "bad" laws?

   c. Do pupils often ask, "When's our next election going to be held?"

   d. Do pupils realize that by voting they help establish school policy?

5. Do pupils believe that citizens should obey laws which have reached the statute books?

   a. When apparent law-infactions arise, do pupils ask, "Let's see what the law says." or "Let's get out the constitution."

   b. Do pupils claim exception to the laws?

   c. Do pupils make frequent inquiries about school rules or policies?

6. Do pupils believe that citizens should be willing to give service to the general welfare without personal gain?

   a. Are pupils willing to serve in school government even though it means extra time in meetings before or after school?

   b. Are pupils willing to forego a rigorous physical education period outside occasionally just to accomodate a handicapped person who must play only seat games?

- c. Are pupils willing to forego a physical education period just so they can pick up unsightly trash on the playground?

7. Do pupils know which civil liberties are guaranteed to the individual in our democracy?

   - a. Do pupils understand that they cannot be barred from school except for cogent reasons?

8. Do pupils know that in our democracy individual liberty is limited by consideration of the general welfare and the preservation of liberties for others?

   - a. Are pupils aware that they cannot exercise their freedom of speech or action to the extent that they disturb others in the classroom?

   - b. Do pupils try to pass laws that would jeopardize the teachers' role or contradict school or district policies that are set up for the general welfare?

9. Do pupils understand why a person getting smallpox in Mexico should be of concern to everyone in the United States?

   - a. Do pupils express concern when several pupils in the room are absent because of a certain illness?

   - b. Are pupils concerned when an ill person stays in school when he obviously should be at home?

   - c. When a person becomes ill at school is he concerned about infecting others?

10. Do pupils understand why the welfare of each should be the concern of all?

    - a. Do pupils express concern when a rash of thefts take place in the room or the school?

    - b. Are pupils concerned when one or a few students are getting by in school by cheating?

    - c. Are pupils concerned when they hear that Johnny is lighting matches in the lavatory?

11. Do pupils know that our democracy will not function effectively without a literate citizenry?

a. Do pupils understand how important it is to be able to read the names of the candidates for mayor and city councilment, etc.?

b. Do pupils realize how important it is to be able to read a candiadate's platform?

12. Does the student assume the responsibility of studying the candidate and issues involved?

a. Does the student believe in the privilege of serving in an elected public position?
   1. Are elections popularity contests?
   2. Will a defeated candidate try again?

b. Does the student know what qualities make a good candidate?
   1. Does the student support those elected even though he didn't vote for them?

c. Does the student express and try to influence his beliefs on others?

13. Do pupils know why the state maintains free public schools?

a. Do pupils realize that schools really aren't free in that taxes must be raised to support schools?

b. Do pupils know that damaged property must be paid for and that this money must come from their parents?

c. Do pupils know that a boy or girl cannot be denied an education just because his parents are unable to pay taxes?

d. Do pupils realize that the state maintains a school for those who are unable to meet certain scholastic behavior standards?

e. Do pupils ralize why a student is required to attend school until a certain age?

D. THE PUPIL USES INTELLIGENCE IN SOLVING PROBLEMS

1. Do pupils believe that improvement in our present government is possible?

a. Do pupils discuss from time to time how school or other governmental units could be changed?

2. Do pupils know the consequences of using methods other than those which are orderly and peaceful in attempting to bring changes?

a. Do pupils realize that failure to change laws by established methods may result in expulsion and/or loss of freedom?

b. Do pupils understand the right or petition and know how to use it as a peceful and orderly method of proposing and secusring improvements?

C. Do pupils realize that their very lives depend on on solving world problems in an orderly and peaceful way?

3. Do Pupils realize that the Constitution can be changed and do they understand the procedures for amending it?

a. Do pupils sugest how the school constitution can or should be changed?

b. Do pupils readily and willingly accept constitutional changes?

4. Do pupils know that government officials may be recalled and understand the procedure for doing this?

5. In working on a problem, do pupils recall information pertinent to the problem? Do they determine the need for more information, locate needed sources of information, discriminate in the use of data, analyze and interpret the information?

a, Does the pupil think through the problem before acting?

b. Does he consider the feelings of others when he suggests ways of dealing with problems?

c. Does he give up after a little effort, especially if he experiences early failures or furstrations?

d. Does he check to see if information is current?
   1. Does he check one source against another?

e. Does the student know how to solve problems by his own efforts?

f. Is there a difference in the abilities or the student to solve problems intelligently?

g. Are the pupils willing to discuss their problems with each other instead of arguing with each other?
   1. Does the student control his emotions?

6. Do pupils recognize the necessity of attempting to understand both sides of the issue in controversial questions?

a. Do students respectfully listen and try to understand opposing viewpoints when setting up school policies?

b. Do pupils every explain opposing viewpoints and thereby show that they really have listened to the other side of a controversy?

7. Do pupils use the techniques of discussion and compromise in attempting to settle controversial issues arising from their school life?

8. Do pupils know that an important principle in democracy is the belief that pooled knowledge, wisdom and experience are the best guides to democracy?

CHAPTER II

WAYS OF DEVELOPING NEED FOR GOVERNMENT

One of the key elements in the Student Government process is to create within the minds of students a need for government or classroom organization. This need must be real. So much has been done in the past, in classroom organization, which never gave to the student a feeling for the value that comes with organization nor the opportunity to make decisions of his own, comensurate with his ability.

Several approaches can be used to create this need. One of the most dramatic is the mild chaos method. A lesson plan explaining this method is included in this chapter. One teacher found that it took up to two weeks for his class to come around to the realization that what they needed was a classroom organization after experiencing mild chaos.

The most widely used method has been one of direct discussion. Some have taken the historical approach with a review of the major events in the evolution of man's quest to govern himself.

Whatever method used it should give the students an emotional impact that brings meaning. Until a student becomes emotionally involved, little permanent learning takes place.

SEEING A NEED FOR GOVERNMENT

OBJECTIVES: To help children understand that there is need for organization in all phases of life, including school.

PROCEDURES:

A. Teachers left the class alone and disorganized for the first 15 minutes on a designated morning. The result was chaos.

B. After this experience a discussion ensued during which we brought up reasons for having law and order. Examples:

1. Traffic traveling on one side of the road
2. Laws to preserve life and property
3. Talking one at a time in classes and meetings

C. We made large charts which we put up, to show ways of law and order.

D. From this experience we began to see a need for governing our own classroom.

E. We took a walk through Centerville to observe all the ways in which city government helps our town. We pointed out the following things:

1. City roads
2. Road crews and trucks
3. Water meters and mains
4. Fire hydrants
5. City power lines
6. Spacing of homes
7. Zoning of businesses
8. Mayor's home and office
9. Ditches and waterways
10. Sidewalks and bridges
11. Councilmen's homes

F. We made a large display of pictures on our bulletin board showing how city government helps us.

G. Children began to bring up the idea of having a government in the classroom; something similar to a real city government.

H. Forms of City Government

1. Commission form - We looked at charts showing this method.
2. Mayor-Council form - We looked at charts and studied Centerville's City Government.
3. We decided to adopt the Mayor-Council form, but we also decided to use five councilmen with designated responsibilities similar to the Commission form.

EVALUATION: Activities involved in developing this concept were very enriching and successful.

THE FOUNDING OF OUR DEMOCRATIC GOVERNMENT

OBJECTIVE: To help children see why a democratic form of government is desireable and valuable.

MATERIALS: Copies of - Mayflower Compace
Declaration of Independence
United States Constitution

PROCEDURES:

A. Briefly study the history of the Pilgrims to determine why they finally came to America.

  1. Searching for religious freedom NOT a complete change in government.

  2. They wanted to remain British citizens.

  NOTE: This provides for a good opportunity for discussion on religious tolerance among the students.

B. Study the Mayflower Compact

  1. All people had a say in writing the document.

  2. They left a way open for change and addition when necessary.

  3. Allowed for religious tolerance.

C. Events leading up to Declaration of Independence

  1. Loss of freedoms as British citizens.

  2. Desire to govern themselves.

  3. The importance, to us, of the statement "taxation without representation."

D. United States Constitution (copies for each child if possible.)

  1. Break it down bit-by-bit. Help children see how it is written to protect freedom.

E. Study or discuss the lives of some of the individuals who contributed to the freedom of the United States.

  1. Children should be helped to see how the personality and character traits of the individuals caused them to be the type of people who were leaders. These traits, one should stress, can be developed by each person who desires them.

ACTIVITIES:

A. Re-write the Mayflower Compact in modern language. Include the three main points above mentioned.

B. Write a story, in first person, about what you (as a Pilgrim) have to be thankful for on the First Thanksgiving.

C. Write a class Bill of Rights for just your students. Give them the opportunity to work out ideas first - then work together on the first document.

D. Write, or give orally, reports on lives and ideals of great Americans.

E. Make available the biographies of these great Americans.

COORDINATING THE AMERICAN VALUES EXPERIMENT WITH THE PRESCRIBED SOCIAL SCIENCE CURRICULUM

EXPLANATION AND PROCEDURES:

A. We felt that the study would go smoother and the children would learn more if we set up both Social Studies and American Values this way:

1. Study communities, local governments, and maps for the first three months - September, October and November.
2. Study communities, local governments, and maps for the second three months - December, January and February.
3. Study the State of Utah, State Government, and our state compared with world regions during the last three months - March, April and May.

B. Some activities used in developing this plan: (Details are on other plans.)

1. Local Government - (Community study)
    a. A walk around a small community
        1. Noted what government does
        2. Made a map of community
    b. Studied maps
    c. Studied city government
    d. Organized our own city government and studied Utah communities.

2. County Government - (Utah Counties study)

   a. A bus trip around our county
      1. Noted what government does in the county
      2. Noted places of interest, industries, and crops grown

   b. Studies county government

   c. Organized our own county government

   d. Studies each of Utah counties
      1. Wrote to County Seats for information
      2. Made individual reports on counties

3. State Government - (Utah study)

   a. Held Constitutional Convention

   b. Formed our own state government

   c. Made a study of Utah's government

   d. Visit the State Capitol Building, the old City Hall, and the Pioneer Museum.

   e. Made a study of Utah's history

   f. Studied Utah's industries, etc.

   g. Studied Utah's geography

MAJOR AREA -- DEMOCRATIC PROCESS: VOTING PROCEDURES

A. Basic Understandings:

   1. Every citizen must make a habit of voting.

   2. To vote intelligently every citizen must be well informed.

   3. There are certain procedures which must be followed in voting correctly.

   4. Voting is a privilege and a right and a duty.

B. Suggested Activities:

   1. Set up a real voting situation in the school.

      a. Divide class (or school) into two or three parties
         Example: The Federal Party and the National Party

b. Each party must put up a President, a Vice-President, a Governor, Mayors or other appropriate candidates for office.

c. Conduct a campaign using posters, speeches, etc. (Limits may be put on this campaigning.)

d. Have each child who is eligible to vote study the candidates and what they stand for.

e. Have each student register to vote.

f. Have students study the proper way to vote with sample ballots.

g. Conduct an election on a set day using: a check list of students who registered, a real polling booth, a flag, a box for votes, and judges.

2. Have students study and become aware of the platforms of the different candidates by reading the newspaper and sending for materials. A candidate for a local office might be invited to speak.

CHAPTER III

CLASSROOM ORGANIZATION

The materials contained in this chapter are a compilation of lesson plans and city charters that have been developed by teachers. Freedom to use one's own creative abilities is essential if a program of innovation is to be successful. Therefore, the material contained in this chapter or any other section of this manual is suggestive and shows only what others have done in the past.

Classrooms throughout the nation have always had a degree of organization in which students are given responsibility for the orderly operation of the classroom. It is natural to organize but it is questionable whether the type of organizations traditionally used in the past have added much to a child's feeling for the democratic process or a knowledge of how people actually govern themselves, particularly in a school situation where few decisions making opportunities are given children because the teacher is the prime decision maker.

To relinquish to students real decision making opportunities is the purpose of the city government, along with the use of an organizational pattern that is related to real life situations.

The city government process is a simple one. The first step to be developed is to create in the minds of the students a felt need for classroom organization. It must be felt as a need by the students. It must not be teacher imposed, but teacher directed. Some teachers have actually allowed a mild form of chaos to reign in the classroom for a period of time until students felt a need for organization and requested it.(See Chapter II). Others developed it from a series of discussions which the teacher directs, which also directs students into the second step, that of thinking of an organizational pattern that is like a real governmental unit (city).

The third step is to develop a city charter which will entail instruction on the part of the teacher as to what a city charter is and what it does. This city charter will be the governing document of the classroom.

The fourth step is to put into action the organization as it has been developed by holding the elections and giving the students the opportunity to implement the provisions of the city charters and begin to solve real and meaningful problems.

The teacher's role throughout is one of guidance and a facilitator of the environment so that learning takes place and that values are brought out in a meaningful way.

OBJECTIVES: To have a functioning class organization of students to take care of some of the duties in opening each day at school.

PROCEDURE:

A. Students were not given any duties at the first of the school year. After a week or two when some students began to ask if they could help and if they could have class officers, a discussion followed as to why a class organization was needed, and if so, what officers they should have.

B. The class then elected four students to write a charter. They met after school and during recess.

C. The charter was presented to the class and each topic was presented for class approval. Some items were taken out, and some things were added to it.

D. After the adoption of the charter by the class, the students went through the procedure of getting petitions signed to run for office and then carried on their campaigns.

E. Each member of the class was required to register with an appointed clerk. (This was done as nearly like an actual city election as possible.)

F. After the class organization had been in use for a while, changes were found to be needed. From such a situation, discussion followed as to how to do it, and the changes were made.

EVALUATION:

A. Students needed to be guided as to what matters were withing their right to govern and what was against school policy.

B. In all, I feel that it was a good experience for students to work together and to realize what goes into class government and what they can do.

WRITING A CITY CHARTER

PURPOSE: To show how a city charter was made up by fifth grade students.

PROCEDURE:

A. A classroom committee of five was selected by the students to be the writers of the charter.

B. The committee studied an actual city charter to get an understanding and realistic viewpoint of what was needed.

C. Committee meetings were held to outline a suggested plan to follow.

   1. The committee wanted ideas and suggestions from class members.

   2. A suggestion box was placed in the classroom for one week period. All suggestions were carefully gone over and discussed by the committee.

RESULTS:

A. The ideas were composed into a final city charter.

B. The charter was presented to the class and voted upon.

C. The class approved each article of the charter by a two-thirds majority.

SAMPLE CHARTER

We the people, hereby publish the city charter and declare it to be the governing document over each and every resident of our city.

Section I - Officers

A. The officers of the city will be:

   1. Mayor

   2. Three councilmen

   3. Police Chief

   4. Fire Chief

B. Duties of the Officers:

   1. Mayor
      a. Supervises the city officers.
      b. Presides over all council meetings.
      c. Assigns out flag, pledge.
      d. Takes care of new reports if teacher isn't in room.

   2. First Councilman
      a. Takes the roll call
      b. Lunch count - assigns
      c. Chalk holders - assigns
      d. Black boards - assigns

3. Second Councilman
    a. Book shelves - book straight - assign
    b. Playground equipment - assign
    c. Pencil sharpener - assign
    d. Lunch tickets - assign
    e. Pass out paper

4. Third Councilman
    a. Sink is kept clean - assign.
    b. Roon is dusted - assign
    c. Put up news reports - assign
    d. Collects all papers

5. Police Chief
    a. Patrol the halls when washing for lunch
    b. Assign someone to patrol lavatories
    c. Have students pick up paper around own desk.
    d. Check desk for neatness on Friday
    e. Make sure no one writes on desks.

6. Fire Chief
    a. Make sure no one has unnecessary papers in desks or room.
    b. Inspect waste can at night and see that it is empty.
    c. In case of fire or fire drills see that all windows are closed, lights turned off, every student is out of the room and the door closed.

Section II - Elections

A. Qualifications:

1. Any citizen residing within the boundaries of this city may be a candidate for elections.

2. Petitions must be in the city office two days before election.

3. Petitions may be submitted by any persons residing within the city, with the candidate's consent.

4. The petition must be signed by ten persons residing within the city limits.

5. The officers will be elected for a period of one school term.

B. Campaigning:

1. Campaigning may be started one week before election day.

2. Campaigning must be held within the city boundaries.

3. Equal time will be given to each candidate to speak in class.

4. No expense is allowed in campaigning.

Section III - Right to Amend

This city charter may be changed or have additions by a two-thirds majority vote of the citizens of this city.

Section V - Our Ideals

Any laws passed by the City Council which conflict with any of the following ideals shall be declared unconstitutional.

1. We believe in respecting the rights and property of every individual.

2. We believe that no law should be passed which interferes with the Davis School District Policies.

3. We believe in justice, honesty, equality and freedom.

WRITING A CITY CHARTER

OBJECTIVES: To help children understand how constitutions and charters are formed and developed, and to build a framework for a classroom government.

PROCEDURES:

A. A look at the Constitution of the United States of America.

   1. A look at other constitutions

   2. We saw that it was written in outline form.

   3. We studied about outlines and how to make them.

      a. In reading groups we outlined stories together (note how this program can be coordinated with other areas of the curriculum.)

      b. We outlined individually under the language program.

B. We began together to write our City Charter patterned after the Constitution of the United States (in its simplest form).

   1. We wrote a preamble together, everyone listening and giving ideas.

2. We designated officers and delegated authority.

3. Some children wrote down ideas on the board as the class presented them. The discussion was guided by the teacher. Two children acted as secretaries and copied the ideas as they appeared on the blackboard.

4. A copy of the City Charter is attached.

EVALUATION:

Writing a charter together as a class is a difficult experience. The teacher has to do a lot of guiding without controlling. The teacher has to work hard to keep interest high. The more participation from the children the higher the interest.

This is a rewarding experience and successful. The children learn as much about language as they do about government. This is why this teacher had all the children work together rather than having just a small group work on the charter in the form of a constitutional convention.

CITY CHARTER

I. **OFFICERS:**

- A. Mayor
- B. Assistant Mayor
- C. Secretary
- D. Librarian
- E. Councilmen - three

II. **DUTIES OF THE OFFICERS:**

- A. Duties of the Mayor:
  1. The mayor will be in charge of the class council meetings to be held weekly.
  2. Conduct the opening exercises of school each morning:
     - a. Pledge to the flag
     - b. News items
  3. Appoint committees for room activities, decorating, etc., with the approval of the other officers.
  4. Help make room policy with other officers.

B. Duties of the Assitant Mayor:

1. Be in charge when the Mayaor is absent.
2. Help make room policy

C. Duties of the Secretary:

1. Keep minutes of all meetings called by the mayor.

2. Have the list posted so that members will know what their duties are. (Examples of duties assigned:
   a. Lunch room serving
   b. Lunch count, pick-up
   c. Patrol duty

D. Duties of the Librarian:

1. Check out books to students
2. Check in books from students
3. Keep book shelves neat and in order

E. Duties of the Councilmen:

1. Advise the Mayor in forming room policy.
2. Act as chairman of any committee that the mayor will assign them to.
3. Attend all council meetings and participate to the best of their abilities.

III. TERM OF OFFICE

A. All class officers will serve for a period of one school term.

B. An officer may be impeached by petition of a two-thirds majority of the class members.

IV. ELECTIONS

A. Voting: Every student may register before he or she can vote.

B. Qualifications: In order to run for office a student must have a petition to run signed by five class members filed with the acting secretary before the campaign starts.

C. Campaigning:

1. The campaign will last for three days.
2. Campaigning must be limited to the classroom.
3. There will be no bribes or costs permitted in the campaigning.
4. Paper for posters will be furnished by the school.

V. OATH OF OFFICE

I do solemnly swear (or affirm) that I will faithfully execute the office of ________________ of the ______________, and will to the best of my ability, preserve, protect, and defend the constitution of ________________________.

United States Constitution
Article II Sec. 1 Para. 8

SAMPLE CITY CHARTER

We the students of Room 13 in order to form a more perfect classroom do set up this constition for our city.

ARTICLE I -OFFICIALS

A. Mayor

B. Councilmen - there will be five councilmen to help the mayor in governing the city.

1. Planning
2. Health and Safety
3. Recreation
4. Maintenance
5. Hospitality

ARTICLE II - DUTIES

A. Mayor

1. Will take the place of the teacher in her absence.

2. The Mayor will see that the councilmen do their jobs.

3. He can suggest laws to be voted upon.

B. Planning Councilman

1. Will help arrange the room and put up bulletin boards.

C. Health and Safety Councilman

1. To see that safety rules are kept.

2. Make sure that there is soap in the container for washing.

3. Keep towel container filled.

D. Recreation Councilman

1. Will make sure all equipment is in box.

2. Will see that good sportsmanship rules are followed.

E. Maintenance Councilman

1. Sees that room is neat and clean.

2. Empties waste basket, cleans sink, cleans boards, straightens books and waters plants.

F. Hospitality Councilman

1. Puts lunch tickets in holder

2. Calls Room 13 to lunch

3. Welcomes new people to the room

4. Helps plan parties

G. The Mayor and Councilmen help make rules for the room. They present these rules for class vote.

H. These officials may appoint helpers.

ARTICLE III - ELECTIONS

A. Candidates may either be nominated or file for positions. This will be decided at each election.

B. Each officer may be elected by the class for one term to nine weeks.

C. The names of the candidates will be placed on ballots and class members will vote in a city election.

D. Judges and counters will be appointed by the mayor.

E. Each officer must be 9 years old and a citizen of room 13 for three weeks.

ARTICLE IV - PUNISHMENTS

This will be decided by students and Miss Duncan who will act as judge.

CITY CHARTER - L'ECOLE VILLE

PREAMBLE

We the students of Room 15, J. A. Taylor Elementary School do establish this city charter for the purposes of: governing ourselves, developing responsibility, learning how a city government works, and running our classroom more smoothly.

ARTICLE I - ESTABLISHING AUTHORITY

We the students of L'Ecole Ville give our authority to the following officials to act in our name.

ARTICLE II - CITY OFFICIALS

Section 1. Mayor - a Mayor shall be elected to take charge of class for opening and when the teacher is out, to preside over city council meetings, to appoint helpers, and to pass or veto bills presented by the city council.

The Mayor shall be a student from Room 15. He shall be a member of the class for two weeks and shall have a "B" average. The Mayor shall appoint:

a. Recorder - take minutes of city council meetings, to record laws made by the city council, to take notes in class, and pass out paper.

b. Treasurer - to collect money for parties and projects.

Section 2. Public improvement - a Public Improvement Councilman shall be elected to keep the classroom clean and running smoothly, to appoint helpers, to take charge of the class when the Mayor is absent. He shall be a student from Room 15. He shall be a member of the class for two weeks and shall have a "B" average. The Public Improvement Councilman shall appoint:

a. Librarian - to check out, renew, check in, and take care of school library books.

b. Floor inspector - to inspect the floor and keep it clear of paper each day at the end of school, to check desks for neatness each Friday.

c. Sink Inspector - to appoint helpers to clean sink each day.

d. Gardener - to take care of plants.

e. Shelf Inspector - to inspect shelves and counters for neatness.

f. Lunch tickets - a person shall be appointed to put lunch tickets in holders each day before noon, and to notify the class following our class to lunch.

g. Board Cleaner - to erase and clean the board each afternoon and to clean erasers and chalk trays.

h. Movers - to move the television, piano, and record player; and to close the blackout drapes.

i. Waste basket - a person shall be appointed to empty waste can and pencil sharpener each day.

Section 3. Public Health and Safety - a Public Health and Safety Councilman shall be elected to help keep the class members safe and healthy, and to appoint helpers.

He shall be a student in Room 15. He shall be a member of the class for two weeks and shall have a "B" average.

The Public Health and Safety Councilman shall appoint the following helpers:

a. Police Chief - to give tickets to people who break laws, and to keep a record of all tickets given out by city, state and national officers.

b. Fire Chief - to close doors, windows, turn out lights, and count children (who have been led out by teacher or student fireman), and to appoint a fireman if needed.

Section 4. Recreation - a Recreation Councilman shall be elected to plan all parties, to be in charge of physical education equipment and to appoint helpers. He shall be a student in Room 15. He shall be a member of the class for two weeks and shall have a "B" average.

The recreation councilman shall appoint the following helpers.

a. Party Chairman - shall help plan games and refreshments for parties.

b. Physical Education Equipment - a person shall be appointed to be in charge of physical education equipment - to carry equipment, to mark the balls, ropes, bats, and to keep balls pumped up.

Section 6. Hospitality - A Hospitality Councilman shall be elected to welcome new people and visitors to our classroom, to honor class members on their birthdays, and to help children who have been sick to catch up on their work and to appoint helpers. He shall be a student of Room 15. He shall be a member of the class for two weeks and shall have a "B" average. The Hospitality Chairman shall appoint the following helpers:

a. Hospitality Chairman for the Bountiful Area - to welcome new students to the neighborhood.

b. Hospitality Chairman for the Centerville Area - to welcome new students to the neighborhood.

c. Hospitality Chairman for the Bayview Area - to welcome new students to the neighborhood.

ARTICLE III - LAW MAKING

The City Council shall have the right to make laws.

CITY CHARTER

We the people of General City, J. A. Taylor Elementary School, in order to provide for the common good of the citizens of this city, to secure and protect the rights of each citizen do hereby establish this city charter.

ARTICLE I - LEGISLATIVE POWERS

Section 1:

All legislative powers shall be vested in a mayor and city council, made up of the following offices: (1) Health and Safety, (2) Hospitality, (3) Maintenance, (4) Parks and Recreation, (5) Planning, (6) Mayor.

Section 2:

The duties and responsibilities of the Health and Public Safety Councilman shall be:

A. Police duties

1. Enforce classroom rules

2. Settle disputes in the classroom

B. Fire Warden

1. Supervise fire drills

2. Promote fire safety in the classroom.

C. Health Officer

1. Take care of soap and towels

2. Watch for good health habits in students.

3. Promote good safety habits in the classroom.

Section 3:

The duties and responsibility of the Hospitality Councilman shall be:

A. Welcome and introduce new students to the classroom.

B. Appoint a committee of students living in the new student's neighborhood to visit him and make him feel welcome.

C. Help students who have been out of school catch up with their work.

1. By bringing their assignments home.

2. By helping them to understand the missed work.

D. Writing of cards and notes to ill classmates.

E. Writing of thank-you notes to visitors and room-mothers.

F. Make visitors feel welcome.

Section 4:

The duties and responsibilities of Maintenance Councilman shall be:

A. Housekeeping

1. Check floors for cleanliness

2. Keep books straightened on shelves

3. Keep sink and sink area clean

    4. Check on neatness of student's desk
    5. Clean boards and erasers when needed
    6. Gardner - keep plants watered, trimmed, etc.
    7. Keep containers and tables dusted and cleaned.

B. Moving piano, television, record player

Section 5:

The duties and responsibilities of the Parks and Recreation Councilman shall be:

A. Taking care of playground equipment
    1. Assigning of balls and equipment
    2. Keeping account of all equipment

B. Settle disputes over rules of games and playground.
    1. Knowing rules of games played on the playground.
    2. Reporting persons who do not keep game rules or who do not show good sportsmanship.

C. Help to plan classroom parties.

D. Help with physical education program.
    1. Supervising games
    2. Being a referee

Section 6:

The duties and responsibilities of the Planning Councilman shall be:

A. Bulletin boards - stresses in different areas.

B. Murals - kinds of murals according to study area.

C. Special displays

D. Library
    1. Check in and out library books
    2. Keep library book display

Section 7:

The duties and responsibilities of the Mayor shall be:

A. To preside over the city council.

  1. Making laws

  2. Making suggestions

  3. Approving appointments

B. To see that each councilman is doing his job and each is fulfilling his responsibilities.

C. To preside over any election or voting procedure.

  1. To take nominations or petitions for office.

  2. Use Parlimentary procedures.

  3. Count votes

  4. Swear new officers into office.

Section 8:

The city council shall meet each week on Wednesday at 1:00 P.M. to carry out its function. The city council shall meet at other special times when it is deemed necessary.

Section 9:

The city council shall have the right to make laws to govern our city; such laws are subject to the approval of two-thirds of the citizens of the city before being enacted.

Section 10:

The city council shall have the right to enforce the laws of the city, the state, and the nation by making necessary punishments. All cases shall be decided by a fair trial.

Section 11:

Each member of the city council must be a citizen of our city and cannot run for the same office twice in the school year.

NOTE: In this particular City Charter, there is no provision as to tenure of office. This was corrected in a later edition of the charter. There should be a provision for the term of office.

ARTICLE II - EXECUTIVE POWERS

Section 1:

The executive power shall be vested in the mayor. The Mayor shall have the duties and responsibilities as outlined in Section 7 of Article 1 of this city charter.

Section 2:

The mayor shall be a part of, and have a vote on, the city council.

Section 3:

The mayor shall be in charge of the city in the absence of the teacher, with power to enforce the city, state and national laws to insure the rights of each citizen of this city and preserve order.

ARTICLE III - JUDICIAL POWERS

Section 1:

The judicial powers of this city shall be vested in the mayor and the city council.

Section 2:

The judicial power of the city shall extend to the enforcing and typing of all the laws of the city, the state and the nation.

ARTICLE IV

Section 1:

Amendments to this city charter may be presented to the council by any citizen of this city. These amendments are subject to ratification by two-thirds majority of this city.

ARTICLE V

Section 1:

Rights of the citizens shall be respected in the following ways:

A. A fair trial shall be granted in any offense.

B. Only fair fines and punishments shall be given.

C. Each citizen has the right to make complaints to the city council.

CHAPTER IV

FIFTH GRADE SOCIAL STUDIES

The fifth grade curriculum with its study of the founding of America makes a natural place to develop the concept of student government for the school. It can and should be well integrated in the curriculum. Some adjustments will be necessary to speed up the study of the forming of our constitution and the federal government so that the same organization and process can be done in the school by November of each year.

Some suggested lesson plans are given in this section to assist teachers through this very important period in our countries history as well as a most critical period to bring real meaning to the minds of students as to the need for government.

SOCIAL STUDIES GUIDE FOR TEACHING AMERICAN VALUES

I. MAJOR AREA - DEMOCRATIC PROCESS: GOVERNMENT

   A. Basic Understandings

      1. Government is established to preserve law, order and to otherwise improve the general welfare of all citizens.

      2. We live under four major levels of government: city, county, state and national.

   B. Suggested Activities:

      1. Use pictures from magazines, newspapers and books to demonstrate pictorially how government does perserve law, order and improve the general welfare.

      2. Discuss who the class members already know who are leaders at the various levels of government.

      3. Let class organize and set up government in room.

      4. Develop charts to illustrate government organization.

II. MAJOR AREA - DEMOCRATIC PROCESS: CITY GOVERNMENT

   A. Basic Understandings:

      1. The city level of government is very close to all of us.

2. There are many forms of city government.

    a. Mayor, council type
    b. City manager type

B. Suggested Activities:

1. Make a list of city officials and workers who help us daily. This list may include street cleaners, garbage collectors, policemen, firemen, water and power workers.

2. Appoint committees to study the forms of government in various cities.

3. Ask city officials to visit class and explain their duties.

4. Debate between students as to which form of city government is best.

C. Suggested Films and Filmstrips:

1.	BEING ACTIVE IN THE GOVERNMENT	DCFSC 305
2.	HELPING OUR TOWN GOVERNMENT	DCFSC 441
3.	LOCAL GOVERNMENT	DCFSC 616
4.	MUNICIPAL GOVERNMENT	DCFSC 617
5.	DEFINING DEMOCRACY	(BYU or U OF U)

III. MAJOR AREA - DEMOCRATIC PROCESS: COUNTY GOVERNMENT

A. Basic Understanding:

1. Bountiful and Centerville are parts of Davis County.

2. The county government performs many services for all of us, such as fire and police protection, road repairing, disease control, etc.

3. Three commissioners make the laws for Davis County.

4. The county level of government handles the taking chores of the state.

B. Suggested Activities:

1. Visit the county seat at Farmington and visit or meet officials. Ask them about their jobs.

2. Invite the county sheriff to talk to class and explain how he helps all of us.

3. Invite a councilman to discuss his work in the city or county.

4. Invite a commissioner to explain how county government works with city government.

5. Invite a tax assessor to talk to the class then make a list of things that can be taxed in the county.

6. Make a mural or graph showing how the tax dollar is spent.

7. Field trips in the county.

C. Suggested Films and Filmstrips:

1.	LOCAL GOVERNMENT	DCFSC 616
2.	HOW LAWS PROTECT THE CITIZEN	DCFSC 304
3.	MEANINGS OF ELECTIONS	(BYU, U OF U, or CSC)

IV. MAJOR AREA - DEMOCRATIC PROCESS: STATE GOVERNMENT

A. Basic Understanding:

1. Our lives are greatly affected by our state government.

2. The Governor, Secretary of State, Attorney General, Auditor, Treasurer and Superintendent of Instruction are the chief state officials.

3. The legislature makes the laws for the State of Utah.

B. Suggested Activities:

1. Make a list of the ways the state government changes our lives.

2. Have committees study each of the following: Highways, labor laws, business regulations, police, aid to poor, health, prisons, recreations, etc.

3. Visit the State Capitol.

4. Make individual booklets on the duties, salaries and tenure of state officials.

5. Organize a mock ligislature to see how bills are passed.

C. Suggested Films and Filmstrips:

   1. STATE GOVERNMENT DCFSC 615

V. MAJOR AREA - DEMOCRATIC PROCESS: NATIONAL GOVERNMENT

A. Basic Understandings:

   1. The president is the chief official of our national government.
   2. Learn about presidents cabinet - how chosen, responsibilities, present members.
   3. The Congress makes the national laws.
   4. The Supreme Court has the final say about what laws are good for our country.

B. Suggested Activities:

   1. Make a chart outlining the qualifications, the tenure of the president.
   2. Dramatize play "The Presidents Speak."
   3. Invite president to visit classroom.
   4. Draw some illustrations to show how Congress passes laws.
   5. Post pictures of our representatives and senators.
   6. Have a committee find out who the present Supreme Court members are. Post pictures of justices.
   7. Invite someone who has lived in Washington D. C. to speak.
   8. Write biographies of past presidents.

C. Suggested Films and Filmstrips:

   1. The Congress DCFSC 12
   2. The President DCFSC 11
   3. DEMOCRACY IN ACTION (CU)
   4. HOW A BILL BECOMES A LAW (U OF)
   5. OUR BILL OF RIGHTS (BYU, CSC, & CU)
   6. DECLARATION OF INDEPENDENCE (U OF)

VI. MAJOR AREA - DEMOCRATIC PROCESS: AMERICANISM

A. Basic Understandings:

1. We do not consider ourselves so much as Bountifulites, or Utahns, but rather as Americans.
2. The flag, representing America and its greatness, should be respected.
3. The Star Spangled Banner is our National Anthem, learn all three verses.
4. When we pledge the allegiance to the flag, we should do it because we love and respect our country.
5. Washington and Lincoln were great Americans.

B. Suggested Activities:

1. Discuss what symbols represent America to us, such as the Flag, National Anthem, Statue of Liberty, Pledge of Allegiance, Washington, Lincoln, etc.
2. Show the flag. Discuss how it was changed through the years and why.
3. Make drawings and demonstrate how to respect and display the flag.
4. Sing the Star Spangled Banner. Discuss and memorize its words.
5. Have reports how the National Anthem came to be written. When was it adopted as the National Anthem.
6. Re-write the Pledge of Allegiance in simple words.
7. Put the Pledge of Allegiance to music.
8. Draw pictures of changing flags. (Source: World Book, Scout Handbook)

C. Suggested Films and Filmstrips:

1. OUR NATIONAL ANTHEM	DCFSC 602
2. AMERICA THE BEAUTIFUL	DCMP 1-10
3. FREEDOM OF SPEECH	DCFSC 306
4. OLD GLORY	(MU)
5. THE AMERICAN FLAG	(BYU)

6. HISTORY OF OUR FLAG DCFSC 601

7. FLAG ETIQUETTE DCFSC 603

VII. DEMOCRATIC PROCESS - CITIZENSHIP IN THE HOME

A. Basic Understandings:

1. The home and family are the backbone of America.
2. Every person in the family has some responsibilities and some rights.
3. Every family member should know his rights and responsibilities.

B. Suggested Activities:

1. Have a panel of parents discuss the role of each family member.
2. Have a panel of students discuss home chores, allowances and other family issues.
3. Have oral or written reports on boyhood days of great Americans.
4. Biographies.

C. Suggested Filmstrips:

1. AT HOME DCFSC 138-a

VIII. MAJOR AREA - DEMOCRATIC PROCESS: CITIZENSHIP IN THE SCHOOL

A. Basic Understandings:

1. Free public schools are the foundation of Democracy.
2. For every right a student has in school, he has a corresponding responsibility.

B. Suggested Activities:

1. Discuss with students why it is important for all people to be educated even though they can't afford to help pay for school support.
2. Ask the principal to discuss with the class how the students can help promote a better school.
3. Have a panel of students discuss how the school administration can help promote a better and more democratic school.

4. Have a committee study good and bad citizenship practices in the school.

5. Make posters illustrating good practices in the school.

C. Suggested Film and Filmstrips:

1.	EDUCATION IN A DEMOCRACY	DCFSC 307
2.	CITIZENSHIP IN A DEMOCRACY	DCFSC 302
3.	LEARNING DEMOCRACY THROUGH SCHOOL COMMUNITY PROJECTS	(CSC)

IX. MAJOR AREA - DEMOCRATIC PROCESS: VOTING PROCEDURES

A. Basic Understandings:

1. Every good citizen makes a habit of voting.

2. Voting is a privilege - a right.

3. To vote intelligently, a person must be informed.

B. Suggested Activities:

1. Have two teams debate these issues: "When both candidates are highly qualified, a person need not vote."

   "A person who cannot read or write is incapable of voting intelligently."

2. Have committees investigate voting rules and procedures.

3. Allow students to elect their own class and school officers using democratic procedures.

4. Have mock voting at all election times.

C. Suggested Films and Filmstrips:

1.	BEING ACTIVE IN THE GOVERNMENT	DCFSC 305
2.	CITIZENS IN A DEMOCRACY	DCFSC 302
3.	MEANINGS OF ELECTIONS	(BYU)

X. MAJOR AREA - UNITED STATES: PERIOD OF EXPLORATION

A. Basic Understandings:

1. Early exploration of America came about as a esult of a search for a shorter route to India.

2. Further exploration and settlement in America was dictated by the desire for riches, glory and religion.

B. Suggested Activities:

1. Study the routes of the great explorers on the map. Compare distances then and now. Stress the concept that the world is in a sense smaller than it used to be; consequently, it is more important for all nations to cooperate for survival.

2. Make a list comparing the degree of freedom between the inhabitants of Europe at the time of the Pilgrims and the freedom of citizens in America today.

3. Make a string map.

C. Suggested Filmstrip:

1. THE STORY OF CHRISTOPHER COLOMBUS DCFSC 877

XI. MAJOR AREA - UNITED STATES: COLONIAL PERIOD

A. Basic Understandings:

1. The early founders of America suffered great hardships in order to establish freedom.

2. Taxation without representation caused the Revolutionary War.

3. The period of the Revolutionary War made many great American patriots.

B. Suggested Activities:

1. Without any explanation in advance, have the students write what they think the following quotations mean. Then discuss the quotations and have the students rewrite their meanings.

a. "What we obtain too cheap, we esteem too lightly, 'tis dearness only that gives everything its value."
-- Thomas Paine

b. "Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph."
-- Thomas Paine

c. In this world, nothing is certain but death and taxes."
-- Benjamin Franklin

d. "Give me liberty or give me death." Patrick Henry

2. Make a list of all the taxes that the class members can think of. Now make a list showing how tax money is spent. (See Good Citizen booklet)

3. Invite county assessor to class to discuss just how property valuation is arrived at, and just what things are taxed in Davis County.

4. In connection with income tax, discuss, "Protect the birds. The dove brings peace and the stork brings tax exemptions."

5. Often pupils think that Britain had no cause to tax the colonists. Make a list of the reasons why Great Britain needed to tax the colonists. This should be tied in with the ideas that taxes are necessary.

6. Have individual reports on great American patriots as Washington, Hamilton, Thomas Paine, Patrick Henry, John Dickinson, John Hancock, Nathan Hale, Jefferson and others.

C. Suggested Films and Filmstrips:

1.	THE STORY OF GEORGE WASHINGTON	DCFSC 878
2.	AMERICA'S HERITAGE #1	DCMP 1-12
3.	AMERICA'S HERITAGE #2	DCMP 1-6
4.	AMERICA'S HERITAGE #4	DCMP 1-1

XII. MAJOR AREA - UNITED STATES: OUR NATION IS ORGANIZED

A. Basic Understandings:

1. Colonies were disunited due to lack of leadership and organization.

2. The Constitution framed and adopted an organized system of government.

3. The Constitution and the War of 1812 finally brought about a feeling of unity and a spirit of Americanism to the nation.

B. Suggested Activities:

1. Make a series of posters showing what the Constitution does for each of us.

2. Form committees to find out about the background of The Liberty Bell, The American Flag, The Bald Eagle, The Star Spangled Banner, and the Seal of the United States.

3. Find out in what ways the amendments to the Constitution have made America a more democratic nation.

C. Suggested Films and Filmstrips:

1. THE STORY OF GEORGE WASHINGTON	DCFSC 878
2. THE BILL OF RIGHTS OF THE UNITED STATES	(U OF U)

XIII. MAJOR AREA - UNITED STATES: CIVIL WAR

A. Basic Understanding:

1. The slavery issue underscored the division between the states over states' rights and brought about the Civil War.

2. Americans should be tolerant of other Americans regardless of race, creed or color.

B. Suggested Activities:

1. Make a list of the opportunities and problems that the Emancipation Proclamation created.

2. Have panel discussions on the meanings of the thirteenth, fourteenth and fifteenth ammendments.

3. Class debate Lincoln's statement, "America is dedicated to the proposition that all men are created equal."

4. Have students explain what this statement means to them: "Democracy means not, 'I'm as good as you are', but, 'You're as good as I am!'" Theodore Parker.

5. Have class reports on how minority groups have been deprived of freedom, groups might include, Jews, Negroes, Catholics, Mormons, and certain national groups.

6. Have some students memorize this poem:

THE NEGRO AND DEMOCRACY

This land is ours by right of birth
   This land is ours by right of toil;
We helped to turn its virgin earth
   Our sweat is in its fruitful soil.
And never yet has come the cry--
   When that fair flag has been assailed--
For men to do, for men to die,
   That we have faltered or have failed.
-- James Weldon Johnson

XIV. MAJOR AREA - UNITED STATES: WESTWARD EXPANSION

A. Basic Understandings:

1. Timely purchases, strong armies and hardy pioneers enlarged the boundaries of the United States of America.
2. Wide, wild frontiers brought many men and women from all lands to America.
3. As in earlier days, the open frontier built strong, rugged Americans.
4. See Social Studies Guide for more specific understandings.

B. Suggested Activities:

1. Write a radio or television skit dramatizing the contributions of Bill Cody, Daniel Boone, Brigham Young, Lewis and Clark, Zebulon Pike and others.
2. Relating immigration to American's growth, have students make up their own family trees to stress the cosmopolitan nature of America.
3. Write individual reports on why foreigners left their homelands, and chose America for new land. Greater opportunities and freedom should be brought out in these reports.

XV. MAJOR AREA - UNITED STATES: GEOGRAPHIC AREAS

A. Basic Understandings:

1. See Social Studies Guide for specific understandings.

B. Suggested Activities:

1. As each area of the United States is studied, it is suggested that heroes born in that area be studied.
2. Have special reports on heroes in Bountiful and Centerville communities.
3. Help students distinguish the difference between heroism and popularity.

2

CHAPTER V

NATIONAL GOVERNMENT

The national government of the school is developed by fifth and sixth grade students. As the study of America unfolds in the fifth grade, the story of the "Constitutional Convention" will take on added meaning if at that point a constitutional convention is formed from representatives of the fifth and sixth grades. This convention (usually one or two students per class) will need from two weeks to four weeks to develop a constitution for the school. An advisor should meet with them but be careful to not do the work. The advisor should keep in the background and let the children struggle with the problem at hand. Tremendous growth will take place in the students.

The constitution as finally drafted should be ratified by the classes. Upon ratification then the provisions for election of officers should be carried out. It is important to coordinate these activities between rooms. Samples of some school constitutions are contained in this chapter along with some of the laws enacted by the congress. The students that work on the constitutional convention should frequently discuss the ideas that are developing in the convention with class members. This is a serious and far-reaching document that they are developing.

NATIONAL CONSTITUTION OF TAYLOR SCHOOL

I. OBJECTIVE: To have students write a constitution by which they would have a workable guide for student government.

II. PROCEDURE:

A. Each class in the sixth grades studied the constitutions of the United States, the State and city to find out what goes into a constitution and how one is written.

B. After the above study, election of class delegates for writing the school's constitution was held. Each sixth grade room then elected two delegates.

C. Delegates met and elected a chairman and secretary.

D. Delegates met for one month twice a week until they had the constitution written and in order.

E. A teacher-supervisor was present at all meetings.

F. The three sixth grade teachers took turns meeting with them. The teachers kept each other posted as to what went on in the meeting they attended.

G. The committee returned the constitution to the classes for discussion and vote.

III. EVALUATION:

The delegates who worked on the constitution gained a great deal of understanding how a group can work together and compromise to come up with a good, workable plan. In writing the constitution, the teacher-representative must be careful not to step in and make it an adult piece of work. It would be well if one person could be released to be with the delegates for the full time. If more than one teacher is involved, they must work closely together so as not to waste time and effort.

UNITED STOKER CONSTITUTION

PREAMBLE: We the people of United Stoker in order to form a better nation, establish this constitution for the justice, respect and welfare of and for the citizens thereof.

ARTICLE I - THE EXECUTIVE DEPARTMENT

Section 1: The Executive Department shall consist of a President, Vice-President and a Secretary.

Section 2: The term of office for the Executive Department shall be fourteen weeks. They may also run for a second term of office.

Section 3: The officers of the executive department shall be elected by a majority vote of the properly registered citizens of the nation.

Section 4: The citizens of the United Stoker are the people who are in the fourth, fifth and sixth grades.

Section 5: General elections will be on the last Friday and last Wednesday of the fourteen week term. Ballot boxes will be in the gymnasium.

Section 6: A person must be a citizen of the nation for at least two weeks before he may register to vote in a national election. Registration takes place in the individual cities.

Section 7: An executive officer must be a citizen of the nation for one month before he can hold office.

Section 8: A citizen must have at least a C average and a 2 point citizenship grade before running for an executive office.

Section 9: An executive office candidate must make two speeches in campaigning. One before the primaries and one before the general elections. The president shall make an acceptance inaugural speech. Speeches will be in the gymnasium.

ARTICLE II - PETITIONS AND CAMPAIGNING

Section 1: In order to run for an executive office the candidate must present a petition bearing ten signatures of United Stoker citizens. You may only sign one petition for each office.

Section 2: Each candidate is restricted to no more than four posters, maximum size - three feet by two and one-half feet. Posters may be placed anywhere except near ballot boxes.

Section 3: Campaigning speeches, badges, etc., may be used. You may buy your own paper if desired, but cannot buy other peoples votes. School supplies may be used.

Section 4: Campaigning may begin five days before primary election day. Final elections will be held three days after primary elections.

ARTICLE III - DUTIES OF EXECUTIVE OFFICERS

Section 1: President

A. Welcomes, helps performers and visitors. Takes charge of assemblies. Assists the principal. Makes sure officers fulfill their duties. Approving and signing bills. Reports to citizens of special occasions.

Section 2: Vice-President

A. Takes charge in absence of president. Makes sure playground is clean. May assign this duty. Makes sure fire exit is clear. Does other duties congress decides upon. Helps solve problems in the nation. Presides over the senate.

Section 3: Secretary

A. Runs errands for the principal. Punches tickets. Records important events. Will take minutes of meetings. Publishes important events. Collects petitions and makes ballots.

ARTICLE IV - LEGISLATIVE BRANCH

Section 1: The legislative branch will consist of a congress containing two houses. The Senate and House of Representatives.

Section 2: Congress shall meet during the last week of November, January and March.

Section 3: President may call special sessions of congress if he thinks they are needed.

Section 4: Each city sends two senators and two representatives to the congress.

Section 5: The term of office for senators and representatives shall be fourteen weeks.

Section 6: Senators and representatives may run for a second term of office.

Section 7: Congress should pass laws, consider problems, plan activities, express the feelings of the citizens.

Section 8: Laws may be changed in the following way:

a. Citizens may write their ideas as bills.
b. Senators or representatives may present the bill to congress.
c. If a majority of both houses vote for the bill it goes to the president.
d. The President may sign or veto the bill.
e. If the President vetos the bill congress will have to have two-thirds vote to make it a law.

Section 9: Congress may pass laws concerning the gym, lavatories, playground, halls, lunch room, flag duties, and fire escape room.
Congress cannot make laws about Davis School District policies, menus, ball schedules, or other rights of the principal and teachers.

ARTICLE V - OATH OF OFFICE

Section 1: Before anyone takes public office they must repeat the following oath:

I do solemnly swear to uphold the duties of the office of ________________________, to have a better nation, to obey the laws that are made and be fair.

ARTICLE VI - RIGHT TO AMEND

Section 1: To be able to amend the constitution you must have two-thirds vote of the congress.

ARTICLE VII - RIGHTS OF CITIZENS

Section 1: Right to vote.

Section 2: Right to impeach.
In order to impeach a person out of office you must have two-thirds of citizens votes. Executive officers may be impeached by having two-thirds vote of congress. Congressmen may be impeached by having two-thirds vote of cities.

Section 3: Right to have equal privileges.

CONSTITUTION OF THE BOUNTIFUL ELEMENTARY SCHOOL

PREAMBLE

We the citizens of Bountiful Elementary School, in order to form a more perfect government, to establish justice, to promote order, do hereby form a government of the people, for the people, by the people.

ARTICLE I - NATIONAL OFFICERS

Section 1. The executive branch of the national government will consist of:

A. President
B. Vice-President
C. Secretary

Section 2. The legislative branch of the national government will consist of:

A. A congress consisting of a Senate and a House of Representatives.

Section 3. The judicial branch of the national government.

A. Judicial powers will be left up to congress to decide.

ARTICLE II - EXECUTIVE POWER

Section 1. President

A. Has right to veto
B. Welcomes new students to the school.
C. Executive power rests on him in his office
D. Must have a B+ average grade.
E. Presides over school elections.
F. Presides over school activities under principal's supervision.
G. Shall be a sixth grader
H. Should visit classrooms when invited.
I. Has power of calling congress to session under direction of the principal.

Section 2. Vice-President

A. Presides over Senate
B. May succeed Presidency by vacancy.
C. Must have a B+ average grade
D. Assists President
E. Helps with school elections.
F. Carries out all assignments assigned by President.

Section 3. Secretary

A. Takes minutes of joint congressional meetings.
B. Must have B+ average grade.
C. Assists President.
D. When need arises, helps principal.
E. Keeps track of all special events.
F. Maintains a history book of the school.

ARTICLE III - LEGISLATIVE BRANCH

Section 1. House of Representatives

A. Two representatives from each city in the fifth and sixth grades.
B. Takes suggestions to congress.
C. House picks own secretary.
D. Makes laws
E. Will stay in office for nine weeks.
F. Must be a citizen for three weeks to run for office.
G. House will elect its own speaker.

Section 2. Senate

A. One senator from each city.
B. Takes suggestions to congress.
C. Elects own secretary.
D. Will stay in office for nine weeks.
E. Must be a citizen for three weeks to run for office.
F. President of senate will appoint all committee chairmen.

Section 3. Speaker of House

A. Presides over House
B. Appoints chairman to preside over all committees.

ARTICLE IV - ELECTIONS

Section 1. Petitions

A. Must be in by one week before primary elections.
B. Must be signed by fifteen people for President, Vice-President and Secretary.
C. If not filled out properly, petitions are void.

Section 2. Terms

A. Executive power will stay in office for one school year.
B. The legislative branch will stay in office for nine weeks.

Section 3. Ballots

A. A sub-committee appointed by the President will furnish ballots.

Section 4. Campaigning rules will be decided by congress.

Section 5. Speeches

A. A candidate for the Executive branch may be invited into other rooms to make campaign speeches.
B. One day before the general elections, an assembly will be held for campaign speeches.

Section 6. Voting

A. To vote, a person must be a citizen of the school at least one week prior to registration.
B. A citizen must be registered to vote.
C. Voting will be done by secret ballot.

Section 7. Registration

A. A citizen must register two weeks prior to the elections.
B. Two days will be allowed for registration.
C. Each city will provide its election judges for registration and voting.

Section 8. Impeachment

A. If you are impeached in a city office, you may not run for any national office for the remainder of that school year.
B. Any national officer may be impeached if necessary.
C. Impeachment will be decided by the congress.

ARTICLE V - FREEDOM

Section 1. Freedom of speech

A. No vulgar speaking will be allowed.
B. All students and teachers will have freedom of speech.

Section 2. Other Freedoms

A. Freedom of the press
B. Freedom of Assembly
C. Freedom to protest in an orderly fashion.

Section 3. Citizens have the right to suggest impeachment.

Section 4. All students have the right to use all playground equipment.

ARTICLE VI - AMENDMENTS

Section 1. Amendments may be made by congress by a two-thirds vote.

Section 2. Amendments may be suggested by students and teachers to congress through the proper channels.

Section 3. The amendment procedure will be decided by congress.

ARTICLE VII - BOUNDARIES

Section 1. The boundaries are Bountiful Elementary School and properties of said school.

Section 2. You may not go into other rooms without permission.

Section 3. You may not go to the principal's office without permission.

Section 4. You may not leave school grounds without permission of teachers.

ARTICLE VIII - CITY RIGHTS

Section 1. Cities have right of public acts under their city charter.

Section 2. Citizens have right of citizen's arrest of any crime.

ARTICLE IX - OATH OF OFFICE

Section 1. I do solemnly swear to uphold the Constitution of the Bountiful Elementary School, and to uphold the rights of the citizens of this school, to hold and keep a Democratic Government, and to uphold my office to the best of my ability.

AMENDMENTS

Amendment #1
Addition to Article X Section 1
Reason for Amendment: In the Constitution this was not stated.

Eleven bills to be presented to congress will be filled out only on legal forms. Congress may pass bills by two-thirds vote. If the President and the principal pass it, it will be a law.

Amendment #2
Addition to Article III, Section 3, C
Reason for Amendment: According to the Constitution, no one presides over joint sessions of congress.

The speaker of the House presides over all joint sessions of Congress.

Amendment #3
Addition to Article IV, Section 2, A
Reason for Amendment: We feel that it should be a Shorter term because other people may want to run.

The executive branch will only stay in office for one-half of the school year. They may run for a second term of office.

Amendment #4
Change in wording of Article III, Section 1, C, and Article III, Section 2, C.
Reason for Amendment: The government of the United States has a clerk not a secretary in the Senate and House of Representatives.

Change Article III, Section 1, C to read from "House picks own secretary" to "Elects own clerk" and Article III, Section 2, C from "Elects own secretary" to "Elects own clerk".

Amendment #5
Addition to Article XI, Section 1, A
Reason for Amendment: So bills will be filled out properly.

Both houses will elect special committees as the need arises.

Amendment #6
Change to Article 2, Section 1, D, Section 2, C, Section 3, B
Reason for Amendment: There are too many good potential leaders with B average grades in Bountiful Elementary School.

Must maintain a B average grade.

THE NATIONAL CONSTITUTION OF SUNSET ELEMENTARY SCHOOL

PREAMBLE: We the citizens of Sunset Elementary School hereby establish this constitution to promote loyalty among citizens and to maintain law and order within the boundaries of our school.

ARTICLE I - BRANCHES OF GOVERNMENT

This government will consist of an Executive, Legislative and Judicial Branch.

Section I. The executive branch consists of a President, Vice-President and a Cabinet. The Cabinet will be chosen by the President. They will enforce the laws.

A. President

1. Meet and greet new students.

2. Pass bills of the school.

3. Make sure all officers meet and report to student body.

4. Visit classrooms to keep students informed of national activities.

B. Vice-President

1. Take over when President is ill or absent.

2. Preside over senate.

3. Help President and be able to carry out any assignment given.

C. Secretary

1. Keep notes and records of school business.

2. Keep track of all special events.

3. Keep written business.

Section II. The legislative branch consists of a Senate and a House of Representatives, which make the laws. There will be two senators and four representatives from each class.

A. Senators

1. Two senators are elected from each fifth and sixth grade class.

2. Senators take and make suggestions to National Congress.

3. The Senate picks its own scribe.

B. Representatives

1. There are four Representatives elected from each fifth and sixth grade class.

2. The House picks its own scribe to keep notes.

3. The House elects a speaker for the house.

Section III. The judicial branch consists of the Principal and teachers. The Principal is the Supreme Justice and the teachers will act as lower judges.

ARTICLE II - QUALIFICATIONS AND TERMS OF OFFICE

Section I. The President and Vice-President will serve for one school year. All other authorities will serve for nine weeks.

Section II. To be eligible for the offices of President and Vice-President, a candidate must have these qualifications:

A. They must attend Sunset Elementary School for at least two months.

B. They must have had a "B" average the previous year and maintain a "B" average while in office.

C. They must be honest and trustworthy.

D. They must set a good example.

E. They must have self-control.

Section III. The President and Vice-President shall be elected from the sixth grades.

ARTICLE III - THE PRESIDENT AND CABINET MEETING

Section I. The President and his or her Cabinet will meet on Wednesday at a convenient time for them. They will have a special meeting planned whenever needed.

Section II. The President will pick as many Cabinet members as needed.

Section III. The Cabinet members must have these qualifications:

A. They must have attended Sunset Elementary for at least two months.

B. They must have had a "B" average the previous school year and maintain a "B" average while in office.

C. They must be honest and trustworthy.

D. They must set a good example.

E. They must have self-control.

F. They must be from the fifth or sixth grades.

ARTICLE IV - ELECTIONS

Section I. A person may be elected as many times as the citizens will elect him or her.

Section II. A candidate running for office must present a petition with signatures of twenty-five names.

Section III. A person has the right to campaign for four days before elections

Section IV. Students running for office may use five posters, to be placed in the rooms lunchroom and upper halls.

Section V. All posters must meet the size of twelve inches wide by eighteen inches long.

Section VI. All candidates must give a campaign speech.

Section VII. Voting will be by secret ballot.

ARTICLE V - THE RIGHTS OF STUDENTS

Section I. All students have equal rights to school equipment and playground.

Section II. Classes decide among themselves what rights there will be in the classroom.

Section III. Classes are allowed to elect officers when and if needed.

ARTICLE VI - POWER IN THE NATION

Section I. The National Congress has authority to make laws concerning the following areas:

A. The playground

B. Some lunchroom laws

C. Coming to and going from school

D. Flag ceremony

ARTICLE VII - POWER OF THE STATES

We the nation grant the following powers to the states:

Section I. Hall supervision

Section II. Lavatory supervision

Section III Judicial powers

Section IV. Election of own officials

ARTICLE VIII - AMENDMENTS

Section I To make an amendment give a written suggestion to your Congressman. If nothing is done about it, then start a petition. This petition must have forty-five signatures.

Section II. The Congressman takes the suggestion in the form of a bill to the House. It must have a two-thirds vote.

Section III. The amendment will then be voted upon by the fifth and sixth grades It must have a majority vote.

ARTICLE IX. BOUNDARIES

All students are to stay on the school grounds unless they are given permission to leave by the teachers.

Section I. Students are not to play in the front of school during school hours.

Section II. Students are to stay away from shrubbery and windows as much as possible.

Section III. Students are to stay away from the boiler room and incinerator unless given permission to go around there.

ARTICLE X. VISITING DIGNITARIES

Section I. Whenever people are invited to visit the school, the Executive branch will show them around and do anything that needs to be done for them.

ARTICLE XI. IMPEACHING AN OFFICER

Section I. To impeach an officer requires a petition with at least seventy-five signatures from the fifth and sixth grades. The petition will be similar to the one used for running for office.

Section II. After the petition is complete, the cities of the fifth and sixth grades will then take a vote on it. It must have a two-third majority vote to pass.

AMENDMENTS TO
SUNSET SCHOOL CONSTITUTION

Present: Article II, Section I, Par. 1 reads: The President and Vice-President will serve for one school year. All other authorities will serve for nine weeks.

Changed: The President, Vice-President and Secretary will serve for one-half school year. The Secretary will be from the fifth grade.

RULES ENACTED BY THE NOVEMBER 1966 AND DECEMBER 1966 LEGISLATURE OF SUNSET

1. Snowballing - There will be no snowballs thrown on school grounds during school hours.

2. Neatness in the School - Papers, coats, boots and so forth should be picked up and put where they belong.

3. Safety on Monkey Bars - There will be no playing tag or jumping off the monkey bars.

4. Waiting in Halls for Friends - There will be no waiting for friends in the halls. Students must wait outside.

5. Running in the Halls - There will be no running in the halls so no one will get hurt.

6. Sliding on Ice - There will be no sliding on ice on the school grounds.

7. Merry-Go-Round - There will be no standing up on the merry-go-round.

8. The Slide - There will be no standing on the slide when sliding down.

9. Name Calling - There shall be no name-calling in the school or on the playground.

10. Swings - There will be no swinging on the swings when there is mud underneath them. There will be no jumping out of the swings while they are in motion, twisting, or swinging on your stomach.

11. Shirts - All boys' shirts must be tucked in, unless they are squared and of reasonable length.

12. Food on Floor - There will be no throwing of food on the lunchroom floor.

13. Eraser Cleaning - To keep the outside of the building neat and clean, students should not beat chalkboard erasers against the building. They will use the eraser cleaning machine when necessary.

14. Lavatory - There will be no wasting of soap or towels, no fighting, or overstaying in the lavatories.

15. Rough Play - There will be no rough play such as army fighting, or jumping off and bumping on the teeters.

16. Fighting - There shall be no fighting on school grounds, or in the general school area.

17. Entrances and Exits - Students will use the proper doors coming to and leaving from the school.

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17. Entrances and Exits

Students will use the proper doors coming to and leaving from the school.

18. Throwing Objects

There will be no throwing staples on the school playgrounds or in the school.

b. They must have had a "B" average the previous year and maintain a "B" average while in office.

c. They must be honest and trust-worthy.

d. They must set a good example.

e. They must have self control.

Section II. The president and vice-president shall be elected from the sixth grade. The congress will be elected from the fifth and sixth grades. They will be able to sit inon meetings and give suggestions.

ARTICLE III - THE PRESIDENT AND CABINET MEETINGS

Section I. The President and his Cabinet will meet on a Wednesday at a convenient time for them. They will have a special meeting whenever needed.

Section II. The President will pick as many cabinet members as needed.

Section III. The Cabinet members must have these qualifications:

a. They must have attended Holbrook school for at least one month.

b. They must have had a "B" average the previous year and maintain a "B" average while in office.

c. They must be honest and trustworthy.

d. They must set a good example.

e. They must have self-control.

f. They must be from the fifth and sixth grades.

ARTICLE IV - LEGISLATIVE BRANCH

Section I. The Legislative branch will consist of a House of Representatives and a Senate. They will meet every week and whenever necessary. The Senate will meet on Tuesday and the House on Thursdays.

ARTICLE V - ELECTIONS

Section I. A person has the right to be elected as many times as the citizens of the school will elect him.

Section II. In order to run for an office you must have a petition with the signature of twenty-five students. They must sign their first and last name, and their room number.

The person running for office must have his name, the date and the office he is running for at the top of the page. The words of the petition must be spelled correctly.

Section III. A person has the right to campaign for one week before the elections. All students running for an office may have four posters in the hall, one in the lunch room, and as many in the rooms as the teachers allow. A person can only sign one petition for each office.

ARTICLE VI - BILLS

A bill may be started by a Senator or Representative. In a meeting they will present it to their house. If it passes their house it is sent to the other house. Then if it passes the other house it will be sent to the President, after which he either signs it or vetoes it. If he vetoes the bill, it is sent back to the house it came from. It becomes a law if it gets two-thirds majority vote from each house.

ARTICLE VII - RIGHTS

Section I. The pupils of Hannah Holbrook School should:

a. Protect the property of others, especially home owners, approaching to and from school.

b. Have concern about overall outside safety.

c. Keep order in the lunch room.

ARTICLE VIII - BOUNDARIES

Stay on the school property unless you are given permission to leave.

Section I. Do not play in the front of the building during recess.

Section II. Stay away from the shrubs and windows as much as possible.

Section III. Stay away from the boiler room unless you have permission to enter.

ARTICLE IX - VISITING DIGNITARIES

Whenever visiting dignitaries come, the President and the Executive Branch will meet with them.

ARTICLE X - IMPEACHING AN OFFICE

Section I. In order to impeach an officer, a person must have a petition with at least 75 signatures of students from the fourth, fifth and sixth grades. The petition must be organized the same as the one used when running for office.

Section II. After the petition is complete the pupils of the fourth, fifth and sixth grades will vote on it. The petition will have to have a three-fourths vote to pass.

ARTICLE XI - AMENDMENTS TO THE CONSTITUTION

Section I. To make an amendment to the constitution you must suggest your amendment to your congressman. If nothing is done about it start a petition. It must have 45 signatures.

Section II. The congressman shall take the suggestion in the form of a bill to the house. It must then have a two-thirds vote.

Section III. The amendment will then be voted upon by the fifth and sixth grades. It must have a majority vote.

BOUNTIFUL ELEMENTARY SCHOOL
SENATE BILLS
1966-67

Senate Bill #1: Playground Rules

1. All students will refrain from going into the parking lot and bike area.
2. All students must play outside the lines parallel to the school building.
3. All tackle football will be forbidden during school hours.
4. No student has right to lock games.
5. Kicking and throwing of balls, other than basketballs on the blacktop will not be allowed.
6. Climbing on or the wrong use of outside physical education equipment will not be allowed.
7. Saving or holding of outside physical education equipment will not be allowed unless under the direction of a teacher.
8. All students must play on regulated areas.
9. No snowballing will be allowed unless passed by Congress and the Principal.
10. All students will comply with the correct rules of the game they are playing.
11. Swinging must be done in the proper manner.

Senate Bill #2: Procedure in Handling Bills

Bills from Senate are taken by the President of the Senate to the Speaker of the House and vice-versa. The last house that passes it is responsible through the Speaker or the President, to get it to the President for his signature or veto. The school President is then responsible to get it to the Principal.

Senate Bill #3: Campaigning Rules

1. Campaigning rules for Congressmen will be left up to the cities to decide.
2. In General Elections for executive and legislative branches of government, campaigning will be limited three days prior to elections. Each candidate is limited to five posters.

Senate Bill #5: Basketball Nets

There shall be nets on the rims of the basketball standards.

Senate Bill #6: Sliding on the Playground

1. There shall be no sliding on the blacktop.
2. There shall be no sliding on north hill.

BOUNTIFUL ELEMENTARY SCHOOL
HOUSE BILLS
1966-67

House Bill #1: Rules of Tether Ball

PLAY: The player who serves first is chosen by lot. After the first game the winner serves first. One player stands in each court. The server starts the game by tossing the ball into the air and striking it in the direction he chooses. His opponent may not strike the ball until it passes on it's second swing around the pole. As the ball travels, each player tries to hit it in an effort to wind the rope completely around the pole in the direction of his play winning the game. During the game each player must remain in his own playing zone.

FOULS:
1. Hitting the ball with any part of the body other than the hands or forearms.
2. Stopping continuous play by holding or catching the ball.
3. Touching the pole with any part of the body.
4. Interfering with the progress of the game by hitting the cord.
5. Playing the ball while standing outside of the playing zone.

PENALTY: A player who commits any of the vouls listed above forfeits the game to his opponent. Play stops immediately after a foul has been committed.

SCORING: The game is won by the player who first winds the rope completely around the pole or by forfeit in the case of a foul committed by an opponent. A set consists of four games won out of seven.

House Bill #2: Boudaries

All students will refrain from going into the parking lot and bike area.

House Bill #3: Chewing gum

Chewing gum will be left up to the cities.

House Bill #4: Passing of bills after a veto

If a bill is vetoes by the President it will then be given back to the House it originated from. If passed by two thirds vote by both houses it then becomes a law.

House Bill #5: Explaining Article IV Section 2A

The executive branch will end their first term of office on February 20.

1. Campaigning will begin on February 10.
2. Primary elections will be held February 15.
3. General elections will be held February 20.
4. Swearing in of new officers will be February 20.
5. Elections will be conducted by the cities.

House Bill #6: Hall Conduct

Pupils at all times will walk in the halls, talk quietly, and not play around. All students in the 3rd, 4th, 5th and 6th grades will walk on their right hand side. If anyone is caught disobeying these rules they will be sent to the Supreme Court.

House Bill #7: Lavatory Conduct

The lavatories will be used for the right purposes only. There will be no playing around etc. in the lavatories. If anyone is caught disobeying these rules they will be sent to the Supreme Court.

House Bill #8: Breaking Rules or Laws

All students caught doing wrong outside the city's limits will be sent to the Supreme Court to have their trial.

House Bill #9:

If a bill or amendment hasn't been enacted in the national government, the citizens will obey the policies of the school.

House Bill #11: Judicial Branch of Government

The Judicial Branch of government will consist of the Principal as the Supreme Court Judge, three teachers and three students appointed from the fifth and sixth grades acting as associate judges and jury. The teachers and students will be chosen by the President and a committee chosen by him. The time court will be held and decided by the judges. A student has right of witness.

House Bill #12: The red lines on the basketball court in multi-purpose room.

The red lines in the multi-purpose room will be painted over when the time suits the Principal.

House Bill #13: Conduct in the Lunch Room.

When the students come to lunch each person must tone his talking to a minimum. Any student talking too loud or causing a disturbance will be given a ticket by the teacher on duty. Also, any person caught throwing food under the table shall be given a ticket.

House Bill #14: School Colors
Bountiful Elementary will have school colors. Citizens will decide school colors.

NATIONAL ELECTIONS

I. **OBJECTIVE:** To give the students a chance to understand the process of our government in picking ½eople to represent them in all areas of government.

II. **PROCEDURE:** The rules and regulations were set forth in the schools constitution as follows:

A. All candidates running for national office must present a petition bearing the names of ten fifth and sixth grade student.

B. Petitions must be turned in to the secretary a week before election day.

C. All registered fifth and sixth grade students may vote for national officers.

D. Campaigning may be done during the week before election day.

E. Size and placement of campaign posters must be okayed by teacher. No more than seven posters per candidate.

F. National officers may be impeached if proven to be neglecting their duties. Impeachment is done by two thirds vote of congress.

In the second year the constitution was changed as follows:

Article 1, Section 4, Part one reads: Two representatives from each class.

Amendment: One representative from the fifth and sixth grades for every ten students enrolled or major portions thereof.

Amendment: All candidates running for national office must present a petition bearing the names of ten fifth or sixth grade students.

Amendment: All registered fifth and sixth grade students may vote for a national officer.

Prior to the holding of elections a study of election procedures was made. In order to vote all students were required to register in their own rooms in a manner similar to that used in government elections. A primary election was held to pick the two final candidates in each campaign.

III. EVALUATION:

A. The students gained an understanding of the processes of registering and marking a ballot correctly. Those running for office found out that there was a lot more to running for office than just desiring a position.

B. The first year at our school there was a lot of interest shown in running for office. During the second year there was very little interest shown. This was due partly to the fact that the officers did not function as had been hoped they would. There was also the feeling that there was nothing left to do as the rules were established by the school district on the elementary school level.

NATIONAL CONGRESS 1963, 1964, 1965

PROBLEMS, COMMENTS, CRITICISM

1. Students resented at time adult "influence" which swayed voting of many students.
2. General conduct was good under adequate student leadership.
3. Many bills were a duplication of others, but the Rules Committee worked well to eliminate them as well as those poorly written or of an unsatisfactory nature.
4. Taylor Lagislature had enough business to work for an hour and a half each day for a week. Holbrook Legislature met Tuesday and Thursdays in half hour sessions. The amount of time fluctuating with the required business.
5. After two years of legislative work most legislative business that students cound work with was completed.
6. Student body in general was quick to ascertain rules that were unconstitutional.
7. It is felt that more inknowledge and appreciation of government was obtained than obedience to rules made.
8. It is felt that three, one week legislative sessions were ample.
9. The number of senators and representatives and their terms of office was felt to be satisfactory.
10. The recognition of class officers and the prestige with each office could be strengthened. Some specific suggestions are:

    a. President could deliver a speech before each congress.

   b. Publicly inform students of new legislative laws.

   c. Recognition of class officers (by instruction at least) in P.T.A. meetings or at special American Values programs.

   d. President, vice-president and secretary could visit other schools to enlarge their experience and give them opportunity to see how other schools compare to theirs.

   e. Place poster in main foyer showing names and pictures of school officers and listing names of legislators.

   f. Principal could counsel with school officers on problems of a general school nature and at least publicize the meeting if not any results.

   g. Election of school officers could be noted in local paper.

   h. Special films for officers and legislature.

11. If there are student hall duty or assistant playground "patrols" this group should be selected, students chosen because of their mature, responsible school attitudes.

12. With any program of this type, which is undertaken in the future, a complete record of the entire overall program should be kept. It is suggested that one or two faculty members be assigned this responsibility with student help so as to keep all materials made, used or worked on. These materials should be compiled into one completed record.

13. Student councils which sit in judgement of other students and their undesirable actions must be closely supervised so as to keep councils from making unsatisfactory decisions.

14. More should be done to invite people in public office as resource people.

15. Fourth, fifth and sixth grades have correlated their overall programs more because of closely working together in this program.

16. American Values programs must not be implemented without strong active support of administration and teachers.

17. Field trips always enlarge insight and understanding. Here are a few suggested places to visit.

    a. State Capitol
    b. City Hall
    c. Federal Building
    d. Mansion House
    e. Governor's Home
    f. Historical Society
    g. City-County Building

CHAPTER VI

ELECTIONS, CAMPAIGNS, VOTING PROCEDURES

The election procedures and the campaigning are exciting phases of this program for the students. It is a phase that needs careful supervision and planning on the part of the teaching staff. Some things to be considered are as follows:

1. Set dates early in the school year for all campaigning and elections. All classrooms use the same dates for the same things.
2. Limit the time for campaigning to a certain amount of days.
3. Hold primary elections when necessary.
4. Give students opportunity to express themselves in assemblies as well as in classrooms.
5. Limit the number of campaign posters that can be put up as well as the size of the posters.
6. Provide a swearing in ceremony to successful candidates.
7. Be sure to provide real jobs for the individuals to do after the elections.

I. OBJECTIVE: To provide the students with a worthwhile experience in campaigning and following regular election procedures.

II. PROCEDURE AND ACTIVITIES:

A. Candidates for office

1. All candidates were required to file for the office they wished to run for, but in most elections all candidates were nominated in a nominating convention by correct parlimentary means. Party affiliations were not used in this type of city election.
2. All candidates were required to run in a primary and final election.
3. With the exception of one election (for state government) no political parties were involved.
4. Candidates chose camapign managers and ran an election campaign prior to elections. This included speeches, posters, politicking.

5. An election committee was elected by the class to run the elections and voting. The mayor was to be in charge of all elections and election committees.

6. Losing candidates had the right to call for a recount if the voting was close.

7. New officers' terms of office started when they were sworn in by the previous mayor.

B. It was found (after experiencing one chaotic campaign) that final election campaigning had to have rules. The class decided the following:

1. No more than two large posters for one candidate (18" x 24") and no more than four small ones (12" x 8"). Campaign buttons could be worn.

2. Each candidate must make at least one speech to the whole class, telling what he was going to do if elected.

3. Campaigning is limited to approximately two days prior to the final election.

4. It was deemed unfair for candidates or their supporters to use any sort of threat (phychological or physical) to gain votes.

C. Voter qualifications and procedures.

1. All voters were required to register prior to the primary elections. All voters had to be registered to vote in the final and primary elections.

2. Ballots were drawn up to look as official as possible and run off for both primary and final elections.

3. All voting was done by secret ballot and students were instructed as to the proper way to mark a ballot.

4. Voting booths were set up in the room. During a work time on election day, individual class members were called to vote from the registration rolls.

5. All votes were counted and tallied by the election committee.

III. EVALUATION:

A. The actual experience in election and voting procedures, illustrating the method used in a democratic society seemed one of the most valuable contributions to the whole program. Children seemed to learn about the procedures very quickly and seemed to be happier with the results than with traditional methods of "choices" given to the elementary school children.

B. As an art project, advertising and general rules of poster making were discussed, also, lettering, slogans, colors, etc. The class then had an opportunity to make a poster for the candidates of their choice, as time permitted. These posters were given to the candidate and his campaign manger to choose the four best. This seemed to motivate the students to do posters that were well thought out, best ideas, and best work. It was pointed out that a student had a better chance of having the poster he made exhibited if he were to make one for a less popular candidate. The procedure seemed to equalize the poster making very well. The candidate and his campaign manager had the responsibility to organize and make the two large posters; they had opportunity to get help from other students if needed.

C. The whole campaign and election procedure seemed very enjoyable to the students. There appeared to be very little negative rivalry before, during or after the election. The spirit and motivation seemed to come from the activity of the campaign, rather than from bitter competition.

HOW A BILL IS PASSED

I. OBJECTIVE: To teach children why laws are made.
To teach children correct parlimentary procedure.
To teach children how a bill is passed.

II. ACTIVITIES OR PROCEDURES:

A. Situations often arise in the classroom where children see a need for rules. Take a situation in the room and ask children what they think should be done about the situation. Let the children discuss this. Someone will probably suggest that a law should be made about this. (In my room children were not going out for recess and were causing trouble in the halls and lavatories.)

B. Tell the children that there are certain things that must be done in our towns or states before laws are made.

C. Use charts and diagrams to show how a bill is passed in our national and state legislatures.

D. Have the children write a bill which they would like to present to the legislature. (The children may pretend that they are a senator or a representative. The class could be divided for the purpose of a mock legislature.)

E. Have the bills read and discussed using correct parlimentary procedure.

F. Let the House of Representatives vote on the bill and then send it to the group which is acting as the Senate for this mock legislature. Have the Senate debate the bill and vote on it. If the bill is passed it is then sent to the person acting as Governor, which maight be the mayor of the class. Let the Governor sign the bill into law.

III. EVALUATION:

Make sure that the children know that they are actually playing the role of a senator or representative and that the officials that they elect to the State Legislature basically do the same things the children do. This role playing could be done many times in the classroom before the children who were elected to the State Legislature met with this group from the other fourth grades.

My children felt that some of the bills they passed in this role playing should be made into the laws of the classroom. They were then presented to the City Council in the room and voted upon by the five councilmen and made the laws of our own room.

If this procedure could be studied when congress or the legislature of our state or nation is in session the children could read newspaper reports of what the senators and representatives were doing and what bills are being passed and the need for the bills that are being debated.

HOW A BILL BECOMES A LAW

I. OBJECTIVE: To give the students an understanding of how a bill becomes a law in our state and national levels of government.

II. ACTIVITIES:

A. A study was made of our state and national procedure for a bill becoming a law. A chart of these steps was made by a committee of students.

B. The procedure or steps set up to use in the room legislative procedure of a bill becoming a law:

1. A bill could be written by any class member.

2. A bill must be presented by either house by a member of that house.

3. The clerk of the house numbers it, records and dates the bill.

4. The bill is placed on the agenda of the house by the presiding officer.

5. When the bill is presented to the house it is read by the clerk.

6. The bill is then discussed, debated or can be referred to by the committee for rewriting.

7. When a member of the house feels that the bill has been sufficiently discussed he can ask the chairman to put it up for vote.

8. The house is given the right to vote on whether they are ready to vote and how they wish to vote, by verbal, standing or roll call vote.

9. If the bill is passed in the original house it is then sent to the other house for the same procedure as above. The bill carries its original number and this number includes the letter S for Senate or H for House of Representative. The date it was passed in each house is recorded on the bill.

10. A bill passed by both houses is then sent to the governor who may sigh it or veto it.

11. A bill killed in the second house is returned to the original house, who may revise it and send it back to the other house, or considered it killed.

12. If a bill is vetoed by either house, it then goes back to the original house for a revote of two-thirds majority then to the next house for a revote of two-thirds majority before it becomes a law. If it does not receive the necessary majority it is considered killed.

HOW A BILL BECOMES A LAW

I. OBJECTIVE: To help children learn and understand where the laws they live by come from. To teach the democratic way of making your ideas and thoughts known.

II. MATERIALS: Charts on how a bill is passed.
An actual Senate or House Bill if available (State).
Chart showing the form a bill takes.

III. PROCEDURE:

A. Review background on function of Senate and House of Representatives.

B. Develop a clear understanding of what a bill is.

C. Discuss parlimentary procedure to a brief extent (only in so much as it will apply to the children - to open and close meetings, recognition of who has the floor, voting procedure, proper terms of address, etc.)

D. Discuss the procedure a bill follows through one house (stress that the procedure would be the same for both) making each step clear and easy to understand.

   1. Follow this closely in newspaper if Congress or State Legislature happens to be in session.

E. After a state government has been organized in the classroom, form a State Legislature.

   1. For the sake of each child participating, it is best to allow all children to participate in the legislature.

   2. Begin by "walking through" several bills for the sake of clarity, until the children see how the procedure works.

   3. Formulate all class rules through the legislature.

IV. ACTIVITIES:

A. Break up in small groups to practice proper Parlimentary Procedure.

B. Organize a State Legislature in the classroom. Elect clerks, Speaker of House, etc.

C. If possible, have someone who is familiar with the legislature talk to the student on how a bill becomes a law.

D. Use language time to learn how to write bills properly.

   1. May even require one bill from each student properly written.

HOLDING A COUNCIL MEETING

I. OBJECTIVE: To show how the elected classroom officers conducted a council meeting.

II. PROCEDURE: Each fifth grade was organized at the beginning of the school year as a city.

A. A mayor and three councilmen were elected by the registered voters of the room after a hard-fought poster and speech campaign.

B. A secretary was "hired" by the mayor.

C. These five class members were excused once a week at social studies time for a council meeting. These meetings would require anywhere from fifteen minutes to one hour. The mayor was in charge of the meeting. He and the other officers would form a circle in the hall just outside the classroom door. The mayor would call the meeting to order. He then had the minutes of the previous meeting read by the secretary. Next, any new business was brought before the meeting. This might be any or several of the following:

1. Rotation of the duties of the councilmen - hospitality, decoration, publicity in the school news sheet, and planning.

2. Decoration of bulletin boards.

3. Planning of games or talent show for such holidays as Halloween, Christmas or Valentines Day.

4. Appointment of pupils to assist in law enforcement in the halls or act as host and hostess at the tables in the lunch room.

5. Taking care of tickets received by class members for disobeying rules passed by the school legislature.

D. The room of the fifth grade and the sixth grade took turns in furnishing monitors for hall duty. These monitors gave tickets to pupils who were seen disobeying laws passed by the student legislature. These tickets were issued in duplicate. One copy was given to the student and one was given to the classroom teacher. The tickets brought to the teacher accumulated during the week and were brought up during the council meeting. Prior to the meeting the tickets were catalogued by the class secretary according to the kind of offense. Pupils on the secretary's list were, one by one, called into the hall before the council. In most cases the pupils pleaded guilty. Occasionally, when there was some question, the council called the arresting officer whose name was on the ticket, and after weighing both sides, reached a decision.

1. Penalties were given to the offender. These might be wearing a sign saying, "I'm learning to walk, not run, in the halls"; sit on a step of the stage in the lunchroom for having been rowdy in the lunchroom; wash for a week in the classroom sink for making too much noise in the lavatories; or spend a week's recesses picking up papers around the playground for playing in off-limits" areas on the playground, and many others.

2. Toward the end of the year the offenders were given a choice of such a punishment as those listed above or paying a three-cent fine; the money to be used to buy a treat to put into a pinata made during our study of Mexico.

3. The secretary kept an accurate account of all the proceedings and with reminders from the teacher, there was no difficulty in carrying out the imposed sentences. For the most part, the boys and girls seemed eager to get their punishments over with.

III. EVALUATION:

This was a vital part of self-government and was very successful. The teacher had to check on proceedings frequently as the council had a tendency to make punishments too severe. For example, for a repeated offender, they wanted to abolish all recesses for the remainder of the year. And they wanted to make much stiffer fines.

LESSON PLAN

HOW PARTY AFFILIATIONS WERE ESTABLISHED

I. OBJECTIVE: To show how a fifth grade class chose party affiliations.

II. PROCEDURE: Considerable background work was done in learning about the political parties in our own country. This was closely related to our social studies program. We had been studying the colonial period, and the Revolutionary War period, and the subsequent development of the party system.

A. A few weeks before we were to have our elections, members of the class suggested various names for parties within the classroom. About six different names were presented. We voted and the winning names were United Classroom Association and Young United Voters. These names were immediately abbreviated and the two parties were afterwards known as YUV and UCA.

B. The boys and girls were free to choose their own party affiliation, but the two parties were almost equal in the number of voters in each. Of course, the pupils understood that on the ballot, they were to vote for the individual and did not have to vote a straight ticket. Symbols were drawn to represent each party. One chose a snake and the other chose a porcupine.

C. As election time approached primaries were held and candidates for each party were selected. The pupils were taught how to vote a "straight" ticket or to "scratch". There was some scratching, but throughout the year there was very little changing of party affiliation.

III. CONCLUSIONS: The boys and girls learned considerable about our American political set-up and very much enjoyed their own politics. In repeating of this phase of the program, I would work out with the parties a party platform for each group.

POLITICAL PARTIES

I. OBJECTIVE: To give the students an understanding of our two party system in the United States, a knowledge of the issues in the 1964 General Election and to set up the two party system as stated in the room Constitution.

II. ACTIVITIES:

A. A brief study was made of the Democratic and Republican party in the United States and of the political issues in the present election. The political party actions from the county meetings through the National Convention and during the campaign was made through the news.

B. A review was made of Article IX of our Constitution.

C. The class was divided into two groups. A chairman was chosen. They decided each party would nominate two candidates for each office. They chose a name for their party. Voting for nominations was secret ballot.

D. A Primary Election was held along party lines, with campaigning, etc.

E. A General Election was held by secret ballot and as held in our state and national elections.

III. FOLLOWUP:

A. During the 1964 National Election the students were encouraged to discuss all the political party activities, to study them and decide which party in their own opinion was right on certain issues rather than deciding strictly on party lines or what their parents' opinions were. Some interesting discussions came about.

B. The political parties operated during the entire school year, with changes in chairmen for each election.

CHAPTER VII

FORMS

We the undersigned want to support ______________________________ (full name)

for the office of ______________________________

from Roon Nine to serve in the National School Government.

	Your Full Name	Age	Group
1.			
2.			
3.			
4.			
5.			
6.			
7.			

This petition has been checked by ______________________________ and is correct.

PETITION FORM
FOR
GOVERNMENT OFFICES

DATE: ____________________

I, ______________________________ would like to run

for the office of ________________ in the J. A. Taylor School.

We, the undersigned, feel that the above named person is qualified to perform the duties of the above named office.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

Approved by: ____________________
(Room Teacher)

Approved by: ____________________
(Secretary)

BILL PROPOSAL FORM

For the Congress of the
J. A. Taylor School

Subject Title: ______________________________

Presented by:

Senator: ______________ from ______________

Representative: ______________ from ______________

Preamble: (why is this bill necessary)

The bill reads as follows:

Signed by House of Representatives	Signed: ______________
	Date: ______________
Signed by Senate	Signed: ______________
	Date: ______________
Signed by the President of J. A. Taylor School	Signed: ______________
	Date: ______________

AMENDMENT FORM

DATE:____________________

It is proposed that the following addition and/or deletion be made to ____.

State reasons for change:

Signed:______________________________

MOTIONS

THE FOLLOWING STEPS ARE NECESSARY TO CARRY A MOTION:

1. **A MOTION IS MADE BY** a member, who rises (unless in a very small group), and says, "Madam President (or Madam Chairman)," and waits to be recognized by the president, who gives her the privilege of the floor by stating her name, or nodding in her direction. "I move that..." means "I propose that..."

2. **THE MOTION IS SECONDED BY** a member, without waiting to be recognized (in small groups, without rising). She says, "I second the motion," or "I second it." **REASON:** The time of the group should not be taken up by a motion unless at least two members favor it. If there is no second, the president states that there is no motion before the group.

3. **THE MOTION IS STATED BY** the president. Then the motion is "pending" and belongs to the "assembly" members of the group present. A motion that has been stated by the president cannot then be withdrawn except by permission of the assembly. **EXAMPLE:** if the mover of the motion, after some discussion, realizes that her motion is unpopular or confusingly phrased and says she would like to withdraw her motion, the president should reply, "Miss Smith wishes to withdraw her motion. Is there any objection?" If there is none, the motion is withdrawn, it is not recorded in the minutes, and the effect is just the same as if the motion had never been made. However, if there is objection to withdrawing the motion, it must be discussed and voted upon. It is possible that a lot of time might have been consumed discussing the motion, and the majority of the members might wish to carry the motion to a vote and thus settle the issue definitely one way or another.

4. **"IS THERE ANY DISCUSSION?"** is asked by the president after she has stated the motion. In order to obtain the privilege of the floor for the purpose of entering into discussion, a member must be recognized by the president. Recognition is given by the president by stating, if possible, the members name. **REASON:** This is the most effective technique to keep order in the assembly. Members quickly establish the habit of waiting to be recognized by the president before they speak.

5. **"ARE YOU READY FOR THE QUESTION?"** is asked by the president when she feels reasonably sure no one else wishes to speak. If the group is ready to vote on the motion, the reply to this question is silence; but if a member wishes to continue the discussion, she has the privilege of asking for the floor for this purpose. It is unmannerly to call, "Question."

The proper motion to stop the discussion and call for an immediate vote on the pending motion is, "I move the previous question." This motion calles for a two-thirds vote because it takes away the right of discussion and stops the debate. The president says, "The previous question has been called. Is there a second?" She might also explain the meaning of "the previous question," that it stops debate and requires a two-thirds vote. Then, "All in favor say Aye - opposed, No." If it is not clear whether the necessary two-thirds have voted one way or the other, a show of hands should be requested by the president. If "the previous question" is carried, then the vote on the "original question" is voted down, indication that the members wish to continue discussing the original motion, the discussion may be resumed.

6. **THE VOTE IS TAKEN** after the discussion if over, usually by viva voce (voice) vote. The president should make perfectly clear the content of the motion and then state, "All in favor of the motion, say Aye." After listening carefully to those responding, she says, "Those opposed, say No." It is the responsibility of the president to decide, and to announce, which vote was in the majority (one more than half the members voting) by saying, "The Ayes (or Noes) have it. The motion is carried (or lost)."

   The mover or seconder of a motion may not speak against the motion, but she has the privilege of voting against it - for she may have been convinced by the discussion that the motion is unwise.

7. **THE RESULT OF THE VOTE** is explained by the president. **EXAMPLE:** A motion is carried to give five dollars to the Community Chest. The president explains after she announces the vote. "Therefore, the treasurer will send five dollars from this organization to the Community Chest."

8. **THE BUSINESS NEXT IN ORDER** should be announced by the president to avoid confusion to bring the group along.

   A motion is made to change the "pending" motion (stated by the president and under discussion).
   A motion to amend is made by saying, "Madam President, I move to amend by ..." The specific change is then stated. A motion may be amended by:
   - inserting words
   - striking out consecutive words
   - striking out and inserting words or phrases
   - adding words or phrases at the end
   - substitution of another motion that is germane to the subject

   The motion to amend is treated as any other motion; it must be seconded, and can be amended too. It is "pending" after it is stated by the president. It is then discussed and put to a majority vote.

1. Mr. Chairman

2. I move that, etc.

3. I second the motion (without waiting to be recognized)

4. The motion is stated by the President

    a. This makes the motion as "pending" and belongs to the "assembly".
    This motion that has been stated by the President cannot be withdrawn except by permission of the assembly.

5. Is there any discussion?

    a. To enter into the discussion, a member must be recognized by the chairman or President, by name if possible. (Reason - helps keep order)
    b. "I move the previous question."

        1. Used to stop discussion on a motion. This statement calls for an immediate vote and must be a two-thirds vote.
        2. President says, "The previous question has been called, is there a second" - President should explain the meaning of "the previous question" that it stops debate and requires a two-thirds vote.
        Then - all in favor say aye - opposed no.
        If "the previous question" is carried, then the vote on the original motion is immediately taken without further discussion.
        If "the previous question" is voted down, discussion on the original motion may be resumed.

6. Are you ready for the question?

    a. Asked when no one else wishes to speak.
    b. If silence from the group, the chairman or president calls for a vote on the motion.

7. Vote is taken

    "All in favor say aye."

    "Those opposed say no."

    The ayes (or no's) have it. The motion is carried (or lost).

CHAPTER VIII

DOCUMENTS AND SYMBOLS

I. DOCUMENTS AND SYMBOLS OF AMERICAN FREEDOM (this was done over the entire school year as the historic dates and Social Studies units fitted.)

II. OBJECTIVE: To give the students a deeper appreciation of our freedom and a knowledge and understanding of our documents and symbols of freedom.

III. ACTIVITIES:

A. CHORAL READING OF "I AM AN AMERICAN"

The practice and discussion and final reading of this was excellent because of the opportunities it offered in a quick study, historical in our fight for freedom.

B. GETTYSBURG ADDRESS

This was studied and discussed during the Civil War. The children were given copies of it. Some used it for their poetry-prose reading time. (They chose their own material for this.) It was included in bulletin board for Lincoln's Birthday.

C. DECLARATION OF INDEPENDENCE

This was studied, read and discussed during the Revolutionary War period in Social Studies. The historical background and its purpose were discussed.

D. THE UNITED STATES FLAG

A report was given by a student committee on the flag, its history, proper care of the flag, the changes to our present day flag. As a language arts follow-up the children wrote a short report, their feelings about the flag or a poem about the flag. As an art follow-up the students showed the changes in our flag to our present day with the series of illustrations.

E. PLEDGE OF ALLEGIANCE

Following the reading of the "Children's Story" a discussion was held on the meaning of the pledge. A student committee gave a report on the history of the pledge and when it became a law. As a language arts follow-up the children wrote their reaction to this either as a short report, a historical report or poem about it. As an arts follow-up the children illustrated the Pledge in some way.

F. PEACE

After a discussion at Christmas time about the Christmas season and peace, the students wrote their reactions to the importance of peace either in prose or poetry. These were used on our Christmas bulletin board.

G. STAR-SPANGLED BANNER

During the study of the War of 1812 a report by the student committee was given on the writing of the Star-Spangled Banner and Sir Francis Scott Key.

H. AMERICA and AMERICA THE BEAUTIFUL

Student reports of these two famous songs were given.

I. POETRY AND FAMOUS SAYINGS

Throughout the school year a collection was made by the class of poetry about freedom, famous Americans, etc. and famous sayings. These are included in their American Values notebook.

J. EAGLE and THE LIBERTY BELL

Students gave reports on these two symbols. The students either illustrated or wrote about these.

K. ART MOSAICS

During the month of February the students were assigned to make a mosaic of some patriotic topic - either a historical person, or freedom symbol, etc. These were excellent. They were used as covers for their American Values Notebooks as well as being displayed on bulletin boards.

L. BILL OF RIGHTS AND THE PREAMBLE

During the study of the Constitution these were discussed. Students if they wished could write a report on these.

M. BILL OF RESPONSIBILITY

Following the discussion of the Bill of Rights, we discussed our responsibilities. The students then wrote what to them was their Bill of Responsibility.

SYMBOLS OF OUR GOVERNMENT

I. OBJECTIVE: Understanding and appreciation for National symbols of Democracy.

II. MATERIALS: Anything available on any of the symbols.

III. PROCEDURE:

A. Pledge: Break it down to discover the meaning of each word so that the children realize what they are saying when they repeat the pledge.

1. They should have copies of the pledge and dictionaries.

2. Discuss the importance of living up to the promise one makes in repeating the pledge.

B. National Anthem: Discuss the history that led up to the writing of the words.

1. Try to relive the feelings of Francis Scott Key as he lived through the night during which he wrote "The Star-Spangled Banner".

2. Write papers on how he must have felt.

C. Flag: Discuss meaning of flying flag.

1. Discuss meaning of stripes and stars and colors.

2. Learn how to display a flag properly.

IV. ACTIVITIES:

A. Write a paper on how a child can honor his country and live up to the promise he makes when repeating the Pledge.

B. Design and make a class flag which will stand for the class in its school activities.

C. Make available the autobiographies and biographies of:

1. Francis Scott Key

2. Betsy Ross

CHAPTER IX

SUPPLEMENTARY MATERIALS

"NAMES FOR THE FLAG"

By Helen Ramsey
Grade Teacher
June 1963

Characters: Announcer
Four Speakers
Chorus

The announcer, carrying an American Flag, enters and goes to one side of the stage. Chorus follows him on stage and arranges itself at the back. The four speakers line up in front of the chorus. Announcer addresses each speaker in turn.

ANNOUNCER:

Our flag has many names.
Which do you like the best?
Which suits our country's emblem
Better than the rest?

FIRST SPEAKER: (Steps forward) I like the name Old Glory best. Do you know how the flag happened to have that name? Many years ago, there lived in Salem Massachusetts, a youth named William Driver. He went to sea as a cabin boy, and later was promoted to the rank of Ccptain. No one ever loved the flag so much as Captain Driver did. He was so thrilled at the sight of the flag flying aloft from his sailing ship that he named it "Old Glory". He used the expression so much that people nicknamed him "Old Glory Driver".

ANNOUNCER:

Captain Driver surely was
A patriotic man
Old Glory is a name that's loved
By each American
But others prefer other names
That seem to them the best.
(to Second Speaker)
Tell me what name for the flag
Do you choose from the rest?

SECOND SPEAKER: (Steps forward) I'll take "Star-Spangled Banner." Francis Scott Key, an American Poet, gave the flag that name. During the war of 1812, he was watching a spectacular attack on Fort McHenry in Baltimore Harbor. He watched all night, and when in the early morning, the tattered flag was still flying bravely, he was inspired to write some words on the back of an old letter. These were the words of "The Star-Spangled Banner," now our national anthem. (Chorus sings "Star-Spangled Banner".)

ANNOUNCER:
"Star-Spangled Banner" is a name
We speak with pride today.
We must never let an enemy
Take our Flag away.
But others prefer other names
That seem to them the best.
(To Third Speaker)
Tell me, what name for the flag
Do you choose from the rest?

THIRD SPEAKER: (Steps forward) Those are both good names for the flag, but another comes to my mind, "The Stars and Stripes." This describes our flag, with its fifty stars and thirteen stripes, so completely. The name has historic significance, too. Back in the year 1776, a committee was named by Congress to select a suitable design for a national emblem. George Washington was a member of that committee. Our first flag had thirteen stars and thirteen stripes, and has become known as "The Stars and Stripes." It was adopted as our national emblem in 1777. (Chorus sings "The Stars and Stripes Forever.")

ANNOUNCER:
Great honor to the man who chose
That name we all hold dear.
We honor, too, the newborn flag
Of that historic year.
But there is still another name
That seems to some the best.
(To Fourth Speaker)
Tell me, what name for the flag
Do you choose from the rest?

FOURTH SPEAKER: (Steps forward) My favorite is, "The Red, White and Blue." Red, white and blue are our flag's colors, and you will find the words in a patriotic song. "Columbia, the Gem of the Ocean." This song was composed more than one hundred years ago. I like the description of the flag, so I say - even as the song says: "Three Cheers for the Red, White and Blue." (Chorus sings "Columbia, the Gem of the Ocean."

ANNOUNCER:

Yes, and three cheers for
"The Stars and Stripes",
And for our brave "Old Glory",
And for "The Star-Spangled Banner",
Each one with its own story.
Our flag's been given many names,
And each one seems to suit it,
It's just the grandest flag there is.
Now, let us all salute it.

(Announcer holds flag aloft, and entire cast stands at attention and recites "The Pledge of Allegiance to the Flag". Curtain.)

"THE BIRTHDAY OF OUR FLAG"

By Maxwell Kushner
Grade Teacher
June 1960

THE FLAG
SPEAKERS (As many children as desired)

SETTING: Children are seated on stage decorated with patriotic emblems and red, white and blue streamers. An American Flag on a staff is downstage right. A child narrator takes the role of the Flag. He is concealed behind the curtain and speaks into the microphone in a sonorous, deliberate tone.

THE FLAG: Hello, boys and girls, I am the Flag, the symbol of our great United States of America. I have waved over your school and watched you every day. I thought that since today is Flag Day - my 183rd birthday - some of the children might like to tell a little about me. Let's listen and hear what they have to say.

SPEAKER: The flag stands for the hard work and sacrifice of Americans who have helped to make the United States one of the greatest powers in the world's history. The thirteen red and white stripes represent the thirteen original colonies. The fifty white stars on a blue field represent the union of the fifty states. Our newest state is Hawaii.

SPEAKER: For over one hundred and fifty years, the Star Spangled Banner has waved "o'er the land of the free and the home of the brave." The proud and sacred symbol of the freedom, equality, justice and humanity for which our country stands. The design with thirteen stripes, representing the thirteen colonies and a star for each state of the union dates from June 14, 1777, making it among the oldest national flags in existance.

SPEAKER: After the Declaration of Independence on July 4, 1776, the people needed a national flag to symbolize their unity and independence. The flag makers of 1777 left no record to tell why they chose red, white and blue for the colors of the flag. In 1782, the colors of the Flag were made part of the newly designed Great Seal of the United States and the Department of State said the colors have the following meanings:

SPEAKER: RED stands for hardiness and courage. WHITE is the symbol of purity and innocence. BLUE is the color of vigilance, perserverance and justice.

SPEAKER: The flag has many popular names. One of the most common of these is "The Stars and Stripes." Francis Scott Key gave the flag a poetic name, "The Star Spangled Banner."

SPEAKER: June 14th is an important date in American History, for it was on this day in 1777 that Congress passed the resolution adopting the design for the new Flag. This day is now observed throughout the United States as Flag Day.

THE FLAG: Yes, that is exactly what we are observing today at this school.

SPEAKER: Recites poem "A Song For The Flag" (by Dennis A. McCarthy, from Pieces for Every Day the Schools Celebrate, Noble and Noble Publishers, Inc., 67 Irving Place, New York 3, New York 1949, $3.50.)

ALL: Sing "Columbia, The Gem of the Ocean" (from America Sings, edited by Hugo Frey, Robbins Music Corporation, 1540 Broadway, New York, New York, 60¢.)

THE FLAG: I like that poem and that song very much.

SPEAKER: Waving triumphantly over Fort McHenry, amid the shots and shells raining down from a heavy British bombardment on September 14, 1814, our Flag of fifteen stars and stripes inspired Francis Scott Key to write "The Star-Spangled Banner", America's National Anthem.

SPEAKER: Because the flag represents the United States and all the ideals of United States, every American honors it as the highest symbol of his country. Every good citizen needs to know when to salute the flag, how to display the flag and rules about the flag. Owning a flag and displaying it at your home at the correct time and in the proper way are marks of respect to your country. In 1942, Congress established an official set of rules for displaying and honoring the flag. These rules are called the Flag Code.

THE FLAG: It is important that the boys and girls know how to take care of me, honor me and respect me at all times.

SPEAKER: Congress set up penalties or punishments for persons who knowingly violate the Flag Code. These provide for fines up to $250.00 and jail sentences up to six months. Penalties for improper use or display of the flag of the United States are also provided by laws in each of the states and in the District of Columbia and Puerto Rico.

SPEAKER: When the National Anthem, "The Star Spangled Banner", is played and the flag is not displayed, all persons should stand and face toward the music. Persons in uniform should salute at the first note of the national anthem and keep his position until the last note. All others should stand at attention with men removing their hats. When the flag is displayed, all persons present should face the flag and salute.

SPEAKER: The Pledge of Allegiance has deep meaning for all Americans. Saying the Pledge is the traditional and accepted way for a person to state his loyalty and love for the United States and the flag, and his belief in its democratic principles.

SPEAKER: The flag may be mended, washed or dry-cleaned. When the flag has become so badly soiled or ragged that it is no longer a fitting emblem for display, it whould be destroyed privately in a dignified way, preferably by burning.

SPEAKER: The flag stands for that we hold dear - freedom, democracy, government of the people, by the people and for the people. When that democracy and that freedom and that government are in danger, then it is our duty to defend the flag.

SPEAKER: Recites poem "The Flag Goes By", (by Henry Holcomb Bennett, from *Pieces for Every Day the Schools*.)

ALL: Sing "You're a Grand Old Flag" (George M. Cohan Music Publishing, Ind., 1776 Broadway, New York, N.Y., 60¢.)

SPEAKER: With few exceptions, and weather permitting, the flag should be displayed on all patriotic occasions and holidays; in or near every polling place on election days; on or near every schoolhouse during school days.

SPEAKER: The flag should not be draped over the hood, top, sides or back of a vehicle or a railroad train or a boat.

SPEAKER: The flag should never be used for advertising purposes in any manner whatsoever. It should not be embridered on such articles as pillows or handkerchiefs.

SPEAKER: When the flag is suspended over a sidewalk from a rope extending from a house to a pole at the sidewalk, the flag should be hoisted out union first from the building.

SPEAKER: When a number of flags are grouped, displayed from staffs, the flag of the United States should be in the center or at the highest point of the group.

SPEAKER: No disrespect should be shown to the flag of the United States of America. The flag should not be lowered to any person or thing. The flag should never be used as a receptable for receiving, holding, carrying or delivering anything.

SPEAKER: The flag should never be displayed with the union down, except as a signal of distress.

SPEAKER: The flag should never be used as a drapery of any sort whatsoever. It should never be fastened down, never drawn back in folds, but should always be allowed to hang free.

SPEAKER: The flag should never touch anything beneath it such as the ground, floor or merchandise.

SPEAKER: The flag should never be fastened, displayed, used or stored in such a manner as will permit it to be easily torn, soiled or damaged in any way.

THE FLAG: These rules aren't harsh, boys and girls, because I am what you make me and nothing more. I am the Constitution, the courts, the law, the armed forces and the freedoms we cherish.

SPEAKER: Recites poem "A Song for Flag Day" (by Lydia A. C. Ward, from Pieces for Every Day the Schools Celebrate.)

ALL: Sing "Stars and Stripes Forever" (Hill and Range Songs, Inc. 1619 Broadway, New York, N. Y., 60¢.)

THE FLAG: I've liked what I've heard very much. It makes me proud to be displayed here. I'm sure you will remember what you have learned today.

YOUR RIGHTS AS AN AMERICAN CITIZEN

I. OBJECTIVE: To make the children aware of their rights as American citizens under the Constitution.

II. PROCEDURE: Place the following items on a chart titled "Your Rights as an American Citizen".

A. Freedom to worship according to your conscience.

B. Freedom of speech and freedom of the press, including right to criticize the government and public officials.

C. Right of the people to assemble peaceably and to petition the government for a redress of grievances - fancied or real.

D. The right to keep and bear arms.

E. Protection of the people against unreasonable search and seizure of person and property by the government without proper authority and good cause.

F. No person shall be held to answer for any major crime without review and indictment by a grand jury.

G. No person shall be placed in jeopardy (indicted, prosecuted or imprisoned) twice for the same crime.

H. No person shall be compelled at act as a witness against himself in any criminal case.

I. If a person is accused of crime, he has: the right to a speedy trial; the right to the help of a lawyer; the right to trial by jury, impartially selected; the right to call witnesses in his favor.

J. No wife may be required to testify against her husband (or vice versa) in any criminal proceeding.

K. No private property may be taken for public use without just compensation and due process of law.

L. Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

M. A person is presumed to be innocent until proven guilty.

N. The right to vote, secretly, for anyone you want.

O. Freedom of person, under the protection of Habeas Corpus. (This gives any person who claims to be unlawfully held by an officer or private person the right to have a hearing at once so that he may know the reason why he is being held. This means that the Government of the United States cannot secretly or openly, for that matter, arrest persons as individuals or groups, throw them into prisons or concentration camps, hold them there indefinitely and do what it pleases to them.)

P. No "ex post facto" law can be passed. (This means that in our daily living and thinking we can enjoy the liberty of doing and saying all that the existing law permits. Even if, at a later date our government makes these things illegal, it cannot "date back" the law to make illegal anything that was done before the law was passed.)

Q. Treason against the United States shall consist only in levying war against them, or adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or of a confession in open court.

R. Protection by the American System of "Checks and Balances: under which each department of government is prevented from having too much power.

S. The principales of Americanism hold that every man has

1. The right to good education.
2. The right to live where he pleases.
3. The right to work where he wants to.
4. The right to join and belong to an organization.
5. The right to own property.
6. The right to start his own business.
7. The right to manage his own affairs.
8. The right to make a profit or fail, depending on his own ability.

There are also limiting principles:

The rights of any individual shall not interfere with equal rights of other individuals.

The rights of any individual shall not interfere with the welfare of the people as a whole.

Every individual owes obedience to the laws under which he lives.

Discuss carefully all terms which may be new to the children. They may, over a period of days, rewrite each Right in their own words and illustrate them.

Discuss situations and abuses which led to the making of these laws.

Compare these rights with those given to us by our State Constitution.

Do the Constitutions of some states limit some of these freedoms?

- - - - - - - - - - - - - - - -

PLEDGE OF ALLEGIANCE

We should be sure that children understand what they are saying when they say the pledge.

I pledge allegiance to the flag of the United States of America.

> EXPLANATION: We promise to be faithful to the flag. We promise to love, honor and protect it from all harm.

And to the Republic for which it stands.

> EXPLANATION: Our country, the United States of America, is called a Republic because it is ruled by its people. Therefore, we promise also to honor and protect the Republic for which the flag stands.

One nation under God, indivisible.

> EXPLANATION: Our nation, which means all of the people of the United States standing together, is strong. We believe in God. We believe in God's love for us. Our nation is indivisible: It cannot be divided or torn apart by enemies because we stand ready to work together under God, to protect it at all times.

With liberty and justice for all.

> EXPLANATION: Our nation tries to be fair to everyone. It gives freedom to all who live here and love our country as we do.

Information taken from a
Red Cross Magazine

THE HIGHEST HONOR OF FREEDOMS FOUNDATION AT VALLEY FORGE

TO

PFC HIRAM D. STRICKLAND, USA
GRAHAM, N.C.

"THE GEORGE WASHINGTON AWARD"
(Posthumous)

> "He died, but through his faith, he is still speaking."
> Hebrews 11:4

With the knowledge that he might be killed in Vietnam, he wrote a letter to his family, found in his personal effects after he paid the highest price to be called an American. His demonstrated faith, love and devotion to God and Country sets an example for every man who truly loves freedom.

America Salutes you - PFC HIRAM D. STRICKLAND,

For your undaunted spirit and loyalty to the Nation you served to the fullest degree,

For your consummate and invariable steadfastness to the highest concepts of patriotism,

For your articulate expression of our duty to freedom,

For your open constancy in your faith in God,

For your sacrificial gift of life that others might live in freedom.

"Dear Folks,

I'm writing this letter as my last one. You've probably already received word that I'm dead and that the government wishes to express its deepest regret.

Believe me, I didn't want to die, but I know it was part of my job. I want my Country to live for billions and billions of years to come.

I want it to stand as a light to all people oppressed and guide them to the same freedom we know. If we can stand and fight for freedom, then I think we have done the job God set down for us. It's up to every American to fight for the freedom we hold so dear. If we don't, the smells of free air could become dark and damp as in a prison cell.

We won't be able to look at ourselves in a mirror, much less at our sons and daughters, because we know we have failed our God, Country, and our future generations.

I can hold my head high because I fought, whether it be in heaven or hell. Besides, the saying goes, 'One more GI from Vietnam, St. Peter; I've served my time in hell.'

I fought for Sandy, Nell, Gale (his sisters), Mom and Dad. But when the twins and Sandy's kids get old enough, they'll probably have to fight too. Tell them to go proudly and without fear of death because it is worth keeping the land free.

I remember a story from Mr. Williams, (Thomas Williams, a teacher at Strickland's High School) English classes when I was a freshman that said, 'The cowards die a thousand times, the brave die but once.'

Don't mourn me, Mother, for I'm happy I died fighting my Country's enemies, and I will live forever in people's minds. I've done what I've always dreamed of. Don't mourn me, for I died a soldier of the United States of America.

God bless you all and take care. I'll be seeing you in heaven.

Your loving son and brother,

Butch"

TWO LETTERS

Abraham Lincoln's letter to Mrs. Bixby of Massachussetts:

Dear Madam:

I have just been shown in the files of the War Department a statement of the Adjutant-General of Massachussetts that you are the mother of five sons who have died gloriously on the field of battle. I feel how weak and fruitless must be any words of mine which should attempt to beguile you from the grief of a loss so overwhelming. But I can not refrain from tendering to you the consolation that may be found in thanks of the republic they died to save. I pray that our Heavenly Father may assuage the anguish of your bereavement, and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours to have laid so costly a sacrifice upon the alter of freedom.

Yours very sincerely and respectfully,

Abraham Lincoln

Message from Kaiser Wilhelm II of Germany to Frau Meter of Delmenhorst, Oldenburg:

His Majesty the Kaiser hears that you have sacrificed nine sons in defense of the Fatherland in the present war. His Majesty is immensely gratified at the fact, and in recognition is pleased to send you his photograph, with frame and autograph signature.

"OUR AMERICA"

Grade Teacher
September 1961

I. OBJECTIVES

A. General

1. To provide experiences which allow for growth in cooperation, understanding and responsibilities.

2. To improve in the ability to plan, to locate and to organize materials; to evaluate the work during this unit.

3. To develop and encourage patriotism.

4. To learn that many people have contributed to the development of our present democratic way of life.

B. Specific

1. To provide a beginning background for future studies about America.

2. To study the lives of some great Americans.

3. To learn the meaning of some of America's symbols.

4. To influence pupils to love, honor and serve our country.

5. To develop an appreciation of our democratic way of life.

6. To develop concepts of why Americans observe certain patriotic days.

7. To learn pertinent information, poems and songs.

8. To develop a richer vocabulary.

9. To understand that cooperation is necessary for people to live happily.

II. INITIATING THE UNIT

A. Statement of Significance

B. Bulletin Board display of our American symbols and great Americans.

C. Discussion of the Pledge of Allegiance to the flag.

D. Showing of filmstrips and films.

III. CONTENT

A. Columbus discovered America

  1. Queen Isabella of Spain

    a. Obtained funds for Columbus.
    b. Fitted out three small ships: Nina, Pinta, Santa Maria.

  2. Named the natives Indians.

B. Country named America

  1. First settlement in Jamestown

  2. English people came to Virginia

C. The Pilgrims

  1. Came from England in the Mayflower; built a town called Plymouth.

  2. The First Thanksgiving

D. The Thirteen Colonies

  1. Leaders met in Philadelphia

  2. Wrote the Constitution

    a. A set of rules for the colonists to live in peace and safety.

  3. Became the thirteen states.

E. Our Country Today - The United States of America

  1. Fifty States; boundaries

    a. President

      1. Leader of our country.
      2. Term of office is four years.
      3. Lives in the White House.

    b. Congress

F. Symbols of our Country

  1. Flag

    a. First flag - story and description

b. The new flag - description

c. Names for the flag

1. Old Glory, The Star-Spangled Banner, The Stars and Stripes.

d. Pledge of Allegiance to the flag.

e. How and when to salute the flag.

f. Flag etiquette

g. Symbolic colors: red for courage, white for purity, blue for loyalty and truth.

2. The Eagle - National Bird

a. How and why chosen

b. Representative of dignity, power and keen wisdom.

3. Motto

a. E Pluribus Unum

b. Found on some coins, the Great Seal, etc.

4. Liberty Bell

a. Why important

b. Rung on important occasions

5. Statue of Liberty

a. Gift from France

b. Located on Bedloe's Island, New York

6. National anthem, The Star-Spangled Banner

a. Written by Francis Scott Key while a prisoner on British ship, during the attack on Fort McHenry near Baltimore in 1814.

b. Printed in Baltimore; people began to sing the song soon after.

7. Important Documents

a. Declaration of Independence

1. Brave leaders wrote it
2. Signed July 4, 1776
3. It made America free

b. Constitution

1. Founded on Truth and Justice

G. Some Great Americans

1. George Washington

a. First President, 1789-1797

b. Great General of the Army

c. A fine man - honest, helpful, brave, loyal

d. Home

e. Birthday - February 22nd

2. Abraham Lincoln

a. Early life

b. Sixteenth President, 1861-1865

1. Freed the slaves
2. Saved the Union

c. Worked very hard; educated himself, brave, honest, loyal and good; called "Honest Abe".

d. Birthday - February 12th

3. Thomas Edison

a. Invented electric light bulb, moving picture camera and projector, "talking machines", hundreds of other things.

b. Birthday - February 11th

H. Patriotic Days

1. Why observed

2. Lincoln's birthday - February 12th

3. Washington's birthday - February 22nd

4. Flag Day, June 14th

5. Independence Day, July 4th

I. Our Freedoms

1. Religion, speech, press, assembly, trial by jury, etc.

2. Good citizens help to keep these.

a. Obey the laws

b. Love their country

c. Take care of their property and respect property and rights of others.

IV. CORRELATED LEARNING ACTIVITIES

A. Language arts, oral and written

1. Stories, poems, charts, rules, captions, maps

2. Original stories, reports, poems, booklets

3. Dramatizations

4. Vocabulary lists; sentences using new words

5. Assembly program; invitations to guests; letters of thanks to guest speakers.

B. Arithmetic

1. Figure out how long Columbus sailed, Washington lived, the Constitution was written, and so forth.

C. Art

1. Make a frieze or a mural of scenes from the lives of great Americans.

2. Draw and color patriotic symbols

3. Arrange an attractive bulletin board

4. Draw or weave silhouettes of great Americans

5. Make puppets for original plays

D. Science

1. Edison's inventions

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"FEBRUARY THE BIRTHDAY MONTH"

By Hazel Paulison
Grade Teacher
February 1961

CHARACTERS

- Announcer
- Birthday Boys & Girls
- George Washington
- Abraham Lincoln
- William Henry Harrison
- Victor Herbert
- Frederick Chopin
- Babe Ruth
- Queen Ann
- Charles Dickens
- Henry Wadsworth Longfellow
- Thomas Edison
- Johann Gutenberg
- Buffalo Bill Cody
- Charles Lindbergh

ANNOUNCER: (In front of Curtain) Our program is called "February the Birthday Month", and in it we shall meet a few of the people who were born during this month - people whose names have become great in the fields of music, writing, invention, sports and pioneering, and people who devoted their lives to the welfare of their country. (Curtain opens on a group of pupils whose birthdays occur in February sitting informally upstage left. Empty chairs are grouped upstage right). Before I introduce these boys and girls, let's meet some of the February people. First, of course, our great first President, George Washington: (Washington enters, stands near announcer during his speech, then moves to an empty chair. All people who follow him, do likewise.)

WASHINGTON: My name is George Washington. I was the first President of the United States. I was born in Virginia. In my early life I was a surveyor, a guide and a Colonel in the Virginia Army. When I was 57 years old I was elected President and I stayed in that office for eight years. After that, I went back to my beloved plantation in Virginia.

ANNOUNCER: Many years later, another person born in February became the 16th President of our country. His name was Abraham Lincoln.

LINCOLN: (Enters) Mr. Washington and I were both born in the same month but not in the same part of the country. My first home was in a small one-room log cabin in Kentucky. There were many things that I did as a child. I did a a great deal to take care of myself. I ran a store and studied law books which helped me become a lawyer. When I was 52 I became President.

ANNOUNCER: Another President born this month was William Harrison. Mr. Harrison pursued a military and political career.

HARRISON: (Enters) Mr. Lincoln knows that diring the Civil War I worked very hard for the Union Army and later I became a Major General.

ANNOUNCER: Now let's meet some famous February musicians. First, Victor Herbert.

HERBERT: (Enters) Like those Presidents, I was born this month, but I was not born in this country. I was in Ireland, but I did write most of my music here. I wrote many operettas. Two favorites are "Sweethearts" and "The Red Mill".

ANNOUNCER: The other musicians are George Handel and Frederic Chopin.

HANDEL: (Enters) I lived a very long time ago, but even today, people still remember one of my most important music pieces. It is "The Messiah".

CHOPIN: (Enters) It is wonderful to know that my piano music is still being played by the boys and girls today. (As Chopin moves to chair, shouting is heard offstage: "Just a minute! Just a minute! Just a minute!" Babe Ruth enters.)

RUTH: Let's come up to date. This month was my birthday, too! I didn't write music or become President, but I hit an all time record in baseball - over 700 home runs.

ANNOUNCER: Everybody knows who you are - you're Babe Ruth!

RUTH: That's right. Sometimes I'm called the Home-Run King. But, now I would like to meet a Queen - a real Queen.

ANNOUNCER: (Bows low with a sweeping gesture) Presenting Her Royal Highness, Queen Anne!

QUEEN ANNE: (Enters Regally) I am Queen Anne, the first person to rule over England, Scotland and Ireland.

ANNOUNCER: Also presenting a group of distinguished men. First, Charles Dickens.

DICKENS: (Enters) I am Charles Dickens. The man who wrote the Christmas story of Tiny Tim in "The Christmas Carol".

ANNOUNCER: And Henry Wadsworth Longfellow.

LONGFELLOW: (Enters) I am Henry Wadsworth Longfellow. I wrote "Song of Hiawatha" and "The Children's Hour".

ANNOUNCER: And Thomas Edison.

EDISON: (Enters) I am Thomas Edison, I invented the electric light bulb.

ANNOUNCER: And Johann Gutenberg.

GUTENBERG: (Enters) I am Johann Gutenberg. I am known as the Father of printing. My printing press was the first to have type that could be moved and the first book that I printed on this kind of press was the Bible.

CODY: (Speaking as he strides on-stage) Well, I'll be! Well, I'll be! A party and I wasn't invited. How come you are forgetting me when I, too, was born in February?

ANNOUNCER: We wouldn't forget you - we were just coming to you! We could never forget the pioneering that you did in the West. You're our own Buffalo Bill Cody! You pioneered on the ground, Mr. Cody, but here is a man who did his adventuring in the sky. Charles Lindbergh, the first man to fly solo across the Atlantic Ocean, nonstop to Paris. (Lindbergh enters) This was a man with a great deal of courage.

LINDBERGH: Courage? I guess so, if courage means to dream tall dreams and to work for them against all odds, as (Motions toward other birthday people) these people did in music, in literature, in the laboratory, in sports, for the welfare of their country. They were all courageous.

ANNOUNCER: And now, our own February birthday people! (Gestures toward boys and girls sitting upstage left. One by one he calls their names, and as each is called, he rises and gives his birthdate.) So here we are, February people past and present. Let's have a song for them! (All rise and sing "Happy Birthday to You.") Curtain.

PRODUCTION NOTES: The program can be extended to include other famous February Birthday people such as Galilee, Renoir and Coronade. All characters should be in costume or carry items significant of their work.

"THE PLEDGE"
(Tolerance)

CAST OF CHARACTERS

Miss Meredith	Sixth Grade Teacher
Jeff Adams	Voice of Conscience
Henry Lichty	Sixth Grade Student
Ruth	Sixth Grade Student
Frederick	Sixth Grade Student
Roger (Henry's Opponent)	Sixth Grade Student
Mr. Goulet	School Principal
Members of Sixth Grade Class	

MISS M: I'm Miss Meredith, and welcome you to our new class. I'm not as "tough". . nor as "easy". . as some of you have been told. But, (fade out as she continues to give class preliminary remarks.)

JEFF: (O.S.) The first day in the new class . . is always an adventure . . sometimes wonderful, sometimes NOT so wonderful. This day started out normally enough, until the class was asked to stand and pledge allegiance to the flag. Everybody stood up and faced the flag proudly . . everybody, that is except Henry Lichty. Henry's the boy on the front row . . NOT standing . . and NOT pledging allegiance.

MISS M: What is you name, young man?

HENRY: Henry.

MISS M: Henry what?

HENRY: Lichty

MISS M: Are you tired, Henry Lichty?

HENRY: (Does not answer)

MISS M: Ill perhaps?

HENRY: No, Ma'am.

MISS M: Then you are perfectly well . . and not tired?

HENRY: Yes, Ma'am. No, Ma'am.

MISS M: Then why don't you stand up and pledge allegiance to the flag with us?

HENRY: Because

MISS M: Can't you give me a better answer than that? Why because, Henry?

HENRY: Just because.

MISS M: There MUST be a reason, and I think I deserve to know it.

MISS M: Why DO we pledge allegiance to the flag? Hands please.

MISS M: You, (points to Ruth). Let's see (studies roll). Yes . . Ruth Ransom.

RUTH: Because it's the American Flag, and I'm an American.

MISS M: All right. And you . . (checks list) . . Frederick Schenk. (She pronounces it "Skenk") Did I pronounce that correctly?

FRED: No, Ma'am . . it's Shhh . . enk. Well, anyway, I pledge allegiance to the flag because (looking at Henry) I think anyone who don't . . doesn't . . is a traitor.

MISS M: (Uncomfortable with this directness) Well, Frederick, I don't think anyone in *this* class is a traitor. Now, supposing we (Fades out.)

JEFF: As I said, the first day in a new class is *always* an adventure . . sometimes wonderful; and sometimes NOT. The first day in THIS class was NOT wonderful, and the second day was not a bit better. When Miss Meredith asked the class to stand now and pledge allegiance to the flag . . (Pause)

Everybody stood . . except Henry, who, just as before, remained in his seat . . Once again, his reason was . . "Just because."

(PAUSE TO ALLOW PLEDGE OF ALLEGIANCE TO PROGRESS TO THE POINT WHERE THEY SAY: "ONE NATION INDIVISIBLE". WHICH IS ROGER'S CUE TO KNOCK HENRY'S BOOKS TO THE FLOOR)

JEFF: It began to get a little exasperating for Miss Meredith . . and the class was beginning to be a little prejudiced against Henry. Miss Meredith saw trouble coming.

MISS M: (PANTOMIMES BUSINESS OF ASKING HENRY TO GO WITH HER TO MR. GOULET'S OFFICE.)

JEFF: Henry and Miss Meredith are taking a long walk . . to the office of Mr. Goulet, the Principal.

MR. G: Oh, good morning, Miss Meredith.

MISS M: This is the boy, Mr. Goulet.

MR. G: Oh, yes. Let's see . . your name is . . Henry?

HENRY: Yes, sir.

MR. G: Henry Lichty. Yes. Miss Meredith tells me that you refuse to pledge allegiance to the flag. (Pause) Now, it's your business of course . . but we just want to know why . . so that we can understand a little better. Will you please tell us why, Henry?

HENRY: (With burst of emotion) It's wrong, Mr. Goulet. I'm not allowed to do it.

MR. G: Who told you that it's wrong?

HENRY: Papa. He says that if I ever worship any flag, he's going to punish me . . (The Clincher) . . and so will the Lord.

MR. G: And your father says that pledging allegiance is like worshiping?

HENRY: Worshiping an idol, an image . . yes sir. Every time we pledge allegiance we break the commandment that says, "Thou shalt have no other Gods before me." Should I break the Ten Commandmants, Mr. Goulet?

MR. G: (Slightly irritated) Henry, there's a difference between honoring and worshiping. Don't you think so?

HENRY: No, sir. Papa says it's got to be one way or the other, not both.

MR. G: Well . . Henry . . I admire you for standing up for what you think is right. Miss Meredith and I think it's right to pledge allegiance . . but, if it violates your religious convictions . . (Gets an other thought) . . Couldn't you just stand up with the class and not repeat the words?

HENRY: No, sir. Papa says don't even stand.

MR. G: It might keep the class members from singling you out . . criticizing you.

HENRY: I don't care what they do . . as long as I know I'm right.

MR. G: Henry, you may return to your class. Miss Meredith will be along in a moment.

MISS M: What can I do, Mr. Goulet?

MR. G: Do? You know Henry has the RIGHT to worship as he sees fit. Can you teach your sixth graders to respect those rights?

JEFF: (O.S.) Making a law of course, does not change how people feel inside. Next morning, when the class pledge allegiance to the flag, this is how it went . . .

CLASS: (IN UNISON) I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands. One nation . . under God . . . indivisible, with liberty and justice for all.

JEFF: But, as far as Miss Meredith's class was concerned, it was no longer "indivisible." It was divided . . the class against Henry. Prejudice grew. At first it seemed like an accident . . .

ROGER: (HOARSE WHISPER) That's what we think of traitors.

HENRY: (HOARSE WHISPER) I'm not a traitor.

ROGER: (SAME WHISPER) You are!

HENRY: Just because I don't hold out my arm to that piece of cloth.

ROGER: (FORGETS PRETENSE, HITS HENRY) Piece of cloth? You take that back . . see?

HENRY: Let me go!

MISS M: Boys! You know that fighting is against the rules. (AS SHE SEPARATES THEM). If this happens again, I'm going to see that you're both punished . . severely! Do you understand?

ROGER: He insulted the flag, and he has to take it back.

HENRY: He's persecuting me because I won't break the Ten Commandments.

MISS M: I don't care who said what . . I want you to apologize to each other.

ROGER: Me? Apologize? To that traitor? Not in a million years! Not until he apologizes to the flag he called "an OLD piece of cloth."

MISS M: Henry, did you call the flag an OLD piece of cloth?

HENRY: No, Ma'am. I didn't call it an OLD piece of cloth.

ROGER: He did so. I heard him.

HENRY: I called it a piece of cloth, that's all.

MISS M: A piece of cloth? What did you mean by that, Henry?

HENRY: Well, insn't that all it is . . a piece of cloth ... just like any other piece of cloth?

MISS M: Not to ME, Henry. Not to Roger. Not to this class or to anyone who thrills to the history of this flag. Now, you listen to me, Henry. Rules of good citizenship demand that we respect your honest convictions . . even though they differ from ours. But they also say that you must respect OUR attitude toward the flag . . even though you think it sinful and stupid. Do you understand?

HENRY: Papa says . . it's my duty to oppose evil . . like Jesus did . . whenever I find it.

MISS M: Well, if opposing "evil" . . as you call it . . means you must fight in the class, then I'm going to do some opposing of my own. Because . . even though I'm trying to teach tolerance in this calss . . I WILL NOT tolerate fighting.

MISS M: But . . there is a kind of fighting I WILL tolerate . . even encourage. That's the battle of ideas. Now, I have an idea. Do you care to hear what it is?

CALSS: Yes.

MISS M: Henry?

HENRY: Yes, Ma'am.

MISS M: Roger?

ROGER: Okay with me.

MISS M: Well, since this has become an issue in our class, I think that the American thing to do is to give each one the chance to have his say. Maybe we can put an end to this war . . without losing a single man. Here's the idea . . in fact, it's a battle of ideas.

JEFF: (O.S.) The "battle of ideas" was explained in detail. Henry Lichty and Roger Andrus would fight it out with WORDS, instead of fists. In this battle, Henry found himself all alone.

MISS M: Now, the important rule is that you all remain quiet and give Henry a chance to say everything he feels he should say to explain his point of view. All right, Henry, the time is yours.

HENRY: Well, I know you kids get mad at me because I won't pledge allegiance to the flag, like all of you do, or rather (LOOKS AT MISS MEREDITH, SHE SMILES AND NODS FOR HIM TO CONTINUE) . . "as" all of you do The Bible says, "Thou shalt have no other Gods before me". It explains that we are forbidden to worship idols, or any graven image. In fact, when Moses came down from Mount Sinai, and saw his people worshipping the Golden Calf, the Lord was so angry that some of the wickedest ones were killed ... and the rest were punished for over 40 years. It is evil in God's eyes, and He will punished anyone who breaks this commandment. How can we pledge allegiance to a piece of cloth? I don't mean to insult the flag, but it _is_ a piece of cloth! Can it understand? Does it $\overline{\text{KN}}$OW what we say? Has it ears to hear . . or eyes to see . . or a mouth to answer? No! Because it _is_ a piece of cloth. If I pledged my allegiance to this . . I would not be able to pray to God. I would deserve a terrible punishment. Please . . worship God first . . not a flag that can neither see, hear or care what you say. That's all I have to say.

MISS M: Now, Let's hear the other side. Roger, it's your turn.

ROGER: Well, every time I hear Henry call the flag a "piece of cloth" I still get frighting mad. It's just too much for me. That flag means more to me than I can ever explain. And, I know that my father . . if he was still alive . . would want me to say what I'm going to say now. You see . . he died, two years ago, from stomach trouble he's had ever since a hand grenade almost tore him in two. . during the war. Corpsmen rescured him out to the the hospital ship. Doctors finally saved his life . . but it took a long time. Finally, he came home and married the girl he knew in high school before he went off to war . . my Mom., after a few years . . after us kids were born . . my father's stomach trouble came back . . bad!

I used to hear him scream in his sleep . . in his dreams. The pain brought him nightmares . . the things he could never forget. And, what he told me . . I'll never forget. My father used to say, "Roj, it was that flag . . the Red, White and Blue . . and all it stands for . . that kept me fighting so hard. We HAD to win, no matter what it cost us in lives, in legs, arms . . and stomachs. Wherever that flag was . . even if it was just one square yard of dirt on some island . . that land was FREE! No dictator .. ", he said, "damned dictator" can stand on that spot and tell anybody what to do." "Roj", he said, "honor that flag because it flies over the land that comes closest to being 'heaven on earth'. Protect it with your life." And do you know where all this happened to my father?

It happened on Iwo Jima. My father was wounded as he stormed up the sides of Mount Suribachi. Why? He LOVED that flag and all it stands for. And so do I . . and anybody that calls it a "piece of cloth" is still gonna get a fight out of me. Miss Meredith, may I ask Henry one question?

MISS M: I guess that's permissible. Stand up, Henry.

ROGER: Where was your "papa" when my father was making America safe for all of us to live in? Where was he?

MISS M: You don't have to answer the question if you choose not to, Henry.

HENRY: I want to . . but I want to answer it with another question to Roger. It's the title to a song we sing in chruch. "Were you there when they crucified my Lord?" Did your father ever tell you ... as my papa told me . . that before your country, your country's flag . . before anything in THIS world . . we must love GOD with all our hearts, might, mind and strength? That's what my papa told me.

MISS M: Sit down, boys. (SHE PAUSES AS THEY SIT) You have heard both sides of what I call "the battle of ideas." I congratulate both Roger and Henry. They get an A-plus for their efforts. As you all think about what they have told you, I suggest that we all join together . . as Americans . . and sing "God Bless America," shall we?

SONG: CLASS SINGS "GOD BLESS AMERICA:" (FADE OUT AND KEEP IN BACKGROUND)

JEFF: They fight each other with ideas . . but listen to them join with each other in song.

Is there room in America for everybody . . regardless of how they believe? Even more important, is there room IN OUR OWN MINDS to tolerate ideas we may violently disagree with? We may not UNDERSTAND Henry . . why he believes so strongly as he does . . but we should try to understand his RIGHT to believe that way if he chooses. On the other hand, we may be in complete agreement with Roger. But we must not let Roger force HIS beliefs . . with his fists . . on Henry. Or, what do you think? What is tolerance all about, anyway? What does it mean? Are YOU tolerant?

SONG: CONTINUE WITH "GOD BLESS AMERICA" UNTIL DIRECTOR FADES IT OUT.